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The Importance of Developing Classroom Community

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The Importance of Developing Classroom Community

by

Heather Geller

A thesis submitted to the Department of Education of The College at Brockport, State
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The Importance of Developing Classroom Community

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Abstract

Secondary education students spend approximately 135 hours in one classroom per school year, sitting amongst the same twenty or thirty peers and staring at the same teacher. Whether they end up developing positively or negatively, the classroom's culture is very quickly and easily formed: The daily routines, student attitudes during work, and the strategies used to implement a well-managed classroom form with or without effort from teachers and students. However, what is much more demanding to create, though ultimately more meaningful and positively impactful on learning is a positive classroom community. When educators embed discussion-based strategies and collaborative, discussion-based activities leading towards relevant, authentic assessments, stronger bonds form between the members of a classroom, ultimately resulting in increased engagement.

Chapter One: Introduction

Problem Statement: Educators today do not devote enough focus and instructional time towards developing a positive classroom community, to the detriment of student engagement.

Community relies on ensuring that all members of a group feel safe and welcomed in the place to which they all belong. When developing community in the classroom, there are a variety of factors that negatively impact both how students feel within their environment as well as by their peers. One of these factors is bullying, one of the most common forms of violence in schools. Bullying results from imbalances of power between students where the strength of the aggressor/s and their victim/s is unequal (Al-Raqqad et al., 2017). It manifests in different forms, such as verbal or physical abuse, threats, jokes or language, and criticizing. Studies continue to prove that not only does bullying cause students to feel unsafe in schools, but it has a negative impact on academic performance (Al-Raqqad et al., 2017). Research indicates that there are both long-term and short-term effects of bullying on student academic performance for both victims, bullies, and bystanders. Victims may lose interest in schoolwork, feel reluctant to attend school, receive lower grades, engage in limited social contact with peers, and report headaches, stomach pains, poor appetite, and loss of sleep. Bullies may receive lower grades, be truant from school, drop out of school, and engage in anti-social behaviors and defiance directed at adults. Witnesses may fear certain areas in school or exhibit guilt, anger, or helplessness as a result of not knowing what to do (UNICEF Malaysia Communications, 2007). All of these

effects either directly or indirectly influence student academic performance and potential for success.

Ultimately, bullying in schools negatively affects student academic achievement, which in turn, when connected to findings that prove that a strong classroom community increases student academic achievement, indicates that bullying weak classroom communities go hand in hand. It is widely understood that bullying is extremely difficult to eradicate in schools, and should be considered a globally recognized issue that threatens the emotional, social, and physical wellbeing's of school-age children worldwide (Al Raqqad et al., 2017). However, should efforts be made to address and develop positive communities within schools, specifically in classrooms, then it is likely that the respect and camaraderie that forms between students should reduce the imbalances of power that result in bullying (Al Raqqad et al., 2017).

Another factor that negatively influences the development of classroom communities present in schools today is student's lack of feeling like they belong at school. Belonging in school means that students feel socially connected, supported and respected. They trust their teachers and their peers, and they feel like they fit in within their community. They feel recognized and that they are treated as people of value (Romero, 2015). An Education Week Research Center study proves that when students sense that their teachers respect them, they trust them more and misbehave less (Blad, 2017). Furthermore, when students feel confident in their sense of belonging, they are able to engage more deeply in learning, are more open to critical

feedback, take greater advantage of learning opportunities, build important relationships, and generally have more positive attitudes about their classwork and teachers (Romero, 2015). When students have positive results seen by their mindsets, psychological interpretations, behavioral responses, and academic outcomes, they are having their sense of belonging reinforced (Romero, 2015). These aspects, as well as all factors that influence students' perceptions of how they belong in school must be first and foremost addressed by teachers. Some practices that may be enforced that aid in increasing student's feelings of belonging in school are acting as "warm demanders," actively challenging stereotypes that students may internalize, strengthening connections between the school to the surrounding community, and taking students on college or career tours (Blad, 2017). Unfortunately, educators note that students' past experiences, potential instability at home, a lack of resources and time, bullying or difficult interactions among classmates, and other academic priorities are significant hurdles that hinder feelings of belonging (Blad, 2017).

Significance of Problem:

Research shows that the development of a stronger classroom community leads to high engagement and achievement of students. Community implies feelings of connectedness amongst members and their common learning goals. When members of a group feel more strongly connected to one another, they are able to further deepen their feelings of safety and trust, which in turn encourages collaboration towards repairing learning gaps members may hold (Baturay and Bay, 2009). Collaboration is an important factor in all classrooms, particularly English

Language Arts, as it develops student's abilities to critically examine and articulate their own ideas, as well as challenging and probing those of their peers (Davis, 2012). In a subject area where it is frequently noted that "there are no right answers," English Language Arts and collaborative learning go hand in hand because it allows all members of the classroom community to benefit from learning about a broader perspective from the unique cultures and experiences that each member offers, and in turn that they can use to more deeply engage with the material they are learning (Davis, 2012). Ultimately, collaborative learning that allows students to positively interact and learn with and from one another is impossible in classrooms where there is not strong classroom community.

There are additional benefits to note that result in the building of classroom community right from the beginning of the school year. Students and teachers are going to spend approximately 180-days together, and optimally students should feel welcomed and appreciated right from the first day. When teachers engage their students in activities that allow students to get to know and become familiar with one another, they are clearly and explicitly stating that they find significance in centering their classroom around community building. There are numerous benefits that are revealed when students become members of strong classroom communities right from the start of the school year. These include increased trust to take academic risks, whether it be by volunteering to hold leadership positions or simply raising their hand to voice their opinions in front of the class, decreased behavior issues, feelings of

ownership of their environment and learning, and leaving a legacy of powerful and meaningful relationships (McKinney, 2017).

Purpose:

When teachers develop their curriculum and daily lesson plans for the upcoming school year, they need to prepare much more than a simple five-minute round robin where students share their names and favorite ice cream flavors before diving into content. On the contrary, teachers must be aware that developing positive community in the classroom is an ongoing process, one that needs to start on the first day and continue all the way through the next 180 (McKinney, 2017). Not only do the first days of school establish the expectations of what students will learn throughout the rest of the school year, it gives them an idea of the type of environment that they will be learning it in. Students will never be able to reach their fullest potential in the classroom if they do not feel completely welcomed and respected in their learning environment. Ultimately, building classroom community, especially in the beginning of the school year, is a priceless use of time that will pay off throughout the rest of the year in the result of stronger bonds between members of the classroom, as well as higher student engagement and achievement (Jennifer, 2017). However, activities that provide students and teachers the opportunity to learn more about each other can be and should not only be in stand-alone lessons, but throughout the actual content-specific units. There are a variety of resources available that provide ideas for meaningful and worthwhile activities that will allow students and teachers to learn more about one another in ways that connect to the curriculum. As these activities are

continuously embedded in instructional time throughout the school year, as well as others that offer opportunities for sharing important aspects of their lives with their peers, students and teachers will gradually grow more comfortable and understanding of each other, ultimately leading to a community where its members hold a greater respect and empathy for one another and thus are more motivated and invested in each other's success.

Teachers are also given more opportunities to develop positive classroom community when they teach persuasive and argumentative writing. Argument is one of the most relevant skills educators can impart on their students. Every single day students encounter persuasive arguments, whether it be a commercial on TV urging them to buy a new product, a friend trying to convince them to hang out instead of do their homework, or even a teacher promising them that if they offer their best efforts in class then they will see better results in their grades (Sadler School, 2018). The ability to create and defend a strong argument is a skill that is beneficial across all disciplines both in and out of school (McCarty, 2014). Learning how to formulate effective arguments and persuade others towards agreeing with them requires students to use not only persuasive techniques and logical evidence, but also the social-emotional skills of practical communication, establishing credibility, and having an understanding of their audience that develops alongside the building of a strong classroom community (Williams, 2018).

Positive classroom community also develops in curriculums that discuss pressing social issues. Beyond students understanding that they belong to an

immediate classroom community, collaboratively learning about and discussing current events reminds students that they are members of much larger, widespread communities encompassing the towns they live in, the cities, the states, and society overall (Zenor, 2015). Not only will students engage more with information that they find personally relevant and can connect to their lives, but students learn skills such as context building, empathy building, perspective-taking, and discussion structures that encourage them to find deeper understandings and respect towards the other members of their communities, inside the classroom and outside (Nicholas, 2017).

Finally, teaching and developing public speaking skills in students is extremely instrumental in guiding students towards reaching their personal, academic, and societal goals, one including developing a strong classroom community with their peers. While genuinely scary to a lot of students, effective public speaking is one of the most important and beneficial abilities a person can have. Good public speaking relies completely on communication, and ensures that students are honing the skills necessary to relate and appeal to their audience. When public speaking becomes a part of the curriculum, students are given the opportunity to collaborate and work with their peers on improving and advancing their skills. When students are strong public speakers, they are developing the confidence and autonomy necessary to feel comfortable to speak up and share their ideas with the other members of the classroom community (Sage Publications, Inc., 2018).

In an effort to address these challenges impacting classroom community across the United States, I am going to provide a series of lessons that develops the

bonds and understandings between students in the classroom by implementing argumentative writing on a series of pressing social issues that culminates in a persuasive speech they present to the class.

Rationale:

As previously stated, strong classroom community is one of the most significant yet unexplored factors of high student achievement and engagement. Fostering meaningful relationships between students helps develop an environment built on foundations of empathy and respect, ultimately two traits that all educators should hope to instill in their students. What is important to recognize is that building classroom community relies on efforts from both the student and the teacher. When there are opportunities embedded in the curriculum that encourage students to develop self-confidence, communication skills, and a willingness to take themselves out of their comfort zones, a strong classroom community will flourish and engagement and achievement will soar.

Definition of Terms:

Community – A group made up of individuals who come together for a common purpose.

Bullying – Using superior strength or influence to intimidate or threaten someone.

Belonging – Be a a member or a part of a particular group or organization

Warm Demanders – Teachers who hold high expectations of their students and help them reach their potential in a well-structured environment.

Chapter Two: Review of Literature

What is classroom community?

W. McMillan and David M. Chavis's article "Sense of Community: A Definition and Theory" defines *community* as "a feeling that [people] have of belonging [to a group], a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together." McMillan and Chavis outline the four criteria that contribute to their definition that is explicit, identifiable, representative of the intimate connotation the term offers and expresses the actionable qualities of the experiences it maintains: These four criteria are membership, influence, integration and fulfillment of needs, and shared emotional connection. The conglomeration of each of these separate principles serves to create community, which can then be translated to a classroom setting.

The first standard that defines community is membership, or the feeling of belonging one feels with a group of people. A significant aspect of membership to highlight is the critical idea of "investment," (McMillan and Chavis, 1986) as in members of a community should feel that they have not only earned a place in their group, but they also hold a considerable stake in contributing to its success or failure overall through their presence. Membership also indicates "boundaries," or the idea that there are individuals who belong to a particular community and there are those that do not, as well as the concept of ritualized language, dress, and traditions adapted by the former to separate them from the latter. Boundaries allow for the development

of emotional safety between members, as well as the sense of belonging and identification that allows members to feel that they have a specific role that is accepted within the group. Boundaries allow members to say “I am a part of the group” (McMillan and Chavis, 1986).

The next principle of community is influence, a sense of mattering (McMillan and Chavis, 1986). However, influence operates in two directions: There is one avenue that considers that in order for a member to feel invested in a community, they must have some sort of influence or control over what they do, while on the other hand, influence is a required element of promoting the *unity* of a community (McMillan and Chavis, 1986). Communities work most effectively when these two functions of influence function at the same time. Essentially, members are more attracted to a community where they feel that they hold a degree of influence, while at the same time the willingness to conform to the influence of others within a community is a significant factor to cohesion and the strengthening of bonds between members (McMillan and Chavis, 1986).

The third component of McMillan and Chavis’s definition of community is integration and fulfillment of needs, also referred to as reinforcement. One of the cornerstones of behavioral research states that for any group to maintain a sense of togetherness, the association between the individual and the group to which they belong must feel rewarding in some meaningful way (McMillan and Chavis, 1986). Some examples of reinforcers in communities include holding status of being a member and the belief that the community holds skills or competency that may

benefit them if they are a member. Reinforcement relies upon the concept that members of a community innately believe that they are serving to meet other people's needs while also having their own needs met (McMillan and Chavis, 1986).

The final aspect of McMillan and Chavis's definition of community is shared emotional connection, in part based on a shared history. The most significant part of a shared history that directly facilitates or inhibits the strength of a community is that while all group members may not have necessarily had to participate in a history in order to share it, they must all be able to identify with it (McMillan and Chavis, 1986). Some features that are also important to the principle of shared emotional connection are: contact hypothesis, or the theory that the more members interact, the more likely they are to develop closer bonds; quality of interaction, or the notion that more positive and successful experiences facilitate stronger bonds between members; closure to events, meaning that the more concrete and clear an interaction between members is, the stronger their cohesion; shared valent event hypothesis, which believes that the more significant the shared event, particularly in terms of tragedy or crisis, the greater the community bond; investment, whether it be through monetary or physical contributions to a group or more intimate and social-emotional based offerings; effect of honor and humiliation on community members increasing the attractiveness or adverseness, respectively, of a group; and the spiritual connection between members and a shared group experience (McMillan and Chavis, 1986).

Research shows time and again that when integrating this phenomenon of community in a variety of environments, there is a higher degree of achievement for

the participants involved in terms of academic, social, and emotional success. Within the context of education, there is a great deal of evidence that when there is an emphasis on students developing and strengthening their relationships within the classroom to which they all belong, students are overall more successful (Burns, 2017). Theoretically, if a classroom were to institute curriculum centered around the inter-workings of each of these aspects of what defines community, then it can be inferred that there would be positive effects on its members, in this case being the students.

Why is it important for schools to have strong classroom communities?

In her article “Back to School: Why Creating Classroom Community is so Important,” Kate Kane describes strong communities as having “members who have shared goals and experiences, who feel empowered to contribute, who trust in one another, and who feel understood and capable as individuals. These attributes enable teamwork, cooperation, a willingness to negotiate, and the ability to draw on one another’s skills” (Kane, 2016). Shelly J. Schmidt uses this definition in her editorial “Creating a Classroom Culture Built on Community” to reiterate the idea that “people learn best when they feel part of a community [in] which everyone feels accepted and individually encouraged (Schmidt, 2018). Schmidt goes on to recommend that by integrating specific motivational conditions, as outlined by the work of Dr. Raymond Wlodkowski, then a classroom will be built on a strong community, which in turn will result in higher student engagement and achievement. These motivational conditions are: establish inclusion, develop positive attitudes, enhance personal

meaning, and engender competence (Wlodkowski, 2003, 2008; Wlodkowski & Ginsberg, 2017).

In their inquiry “Exploring Classroom Community: A Social Network Study of Reacting to the Past,” Webb and Engar also explain the importance of developing strong classroom communities in schools and for learning. They reference a finding that “the student’s peer group is the single most potent source of influence on growth and development during the undergraduate years” (Astin, 1993). Furthermore, research has consistently proved that there is an associational and causal relationship between students having a psychological sense of belonging and academic performance represented through motivation, engagement, resiliency, persistence, and grade achievement for the course (Webb and Engar, 2016). Effectively assuring students that they are supported to meet the academic challenges and rigor they can expect to encounter in the classroom “crucially depend[s] on the ‘small supportive community of peers that develops in the classroom’” (Webb and Engar, 2016). These findings are largely supported by the social capital theory (Webb and Engar, 2016), which states that it is shared values and understandings in society that allow individuals and groups to develop meaningful connections (OECD, 2018), in that when there are strong ties between members of a community, members are privy to more diverse information and resources that allow for more opportunities and success (Webb and Engar, 2016). One example of social capital in the classroom comes from values present in culturally responsive teaching. Culturally responsive teaching relies on educators integrating curriculum that allows students to use their individual

knowledge and beliefs that they subconsciously bring to the classroom simply due to the fact that they each come from different cultures, and help them use these understandings they already have to connect to new information and concepts (Hammond, 2015). Promoting culturally responsive teaching is one way for students to gain understandings of the unique contributions that they and their peers have, developing the strong ties and respect between them that lead to a strong classroom community, and thus maximizing engagement and achievement.

What are strategies used to create a strong classroom community?

Based on Wlowkowski's four motivational conditions to create a strong community, Schmidt outlines specific strategies on how they could be successfully implemented during instructional time in order to strengthen student achievement. They are all contingent on the basis that the classrooms to which they will be put into practice are diverse with students who possess variable skills and goals (Schmidt, 2018).

In order to establish inclusion within a classroom, Schmidt suggests introducing rituals and activities that aid in making students feel included and welcomed by their teacher and peers. This strategy is particularly successful when implemented at the beginning of the school year through different icebreakers and getting-to-know-you activities. These types of games, though silly at times, set the tone in the classroom right away that it is important to the instructor that all students feel warmly received, both by them as well as the other members of the community (Schmidt, 2018).

A strategy that Schmidt recommends to develop positive attitudes and form a classroom community is encouraging students to find relevancy and excitement within all subject areas (Schmidt, 2018). For example, when guiding students through a writing activity, instructors can ask students to “think like writers!” Though simple, this phrase encourages students to place themselves into the mindset of scholars who have achieved success in their field, even if it is not necessarily one they may have been interested in (Schmidt, 2018). It also serves to make students aware of the potential and competency their instructor finds in them, in turn hopefully allowing students to feel more confident, motivated and positive about their work.

One way to introduce the motivational condition of enhance personal meaning in the classroom is by engaging students with a reasonably rigorous problem. Schmidt again references Wlodkowski by explaining that assigning a problem that is “not too hard, not too easy, but ‘just right’ in terms of the level of challenge it provides” (Schmidt, 2016) allows students to feel “active and might be searching, evaluating, constructing, creating, or organizing some kind of learning material into new or better ideas, memories, skills, values, feelings, understandings, solutions, or decisions (Wlodkowski, 2003). It is these ideas, memories, etc. Wlodkowski refers to that connect to students relating what they learn into personal and meaningful interpretations.

The final motivational condition of community, engender competence, can be brought into the classroom by introducing the news and current events into the curriculum. Bringing authentic elements of content area and knowledge from relevant

sources ensures students that there is a direct connection between what they are learning and the world they live in. Engendering competence in the classroom setting means ensuring learners that they have effectively learned something that will serve them valuably throughout all aspects of their lives (Schmidt, 2018).

Another very important element to consider when building classroom community is culture. Sean Slade begins his article “Classroom Culture: It’s Your Decision” with the brief but extremely apt quote from Professor of Child Psychiatry at the Yale Child Study Center, James Comer, “With every interaction in a school, we are either building community or destroying it.” Community is shaped by the interactions of members within a group. While the terms may be frequently used interchangeably, it is important to understand the critical differences between community and culture. Culture is defined as the essential features of a classroom that characterizes it and reflects its educational values and beliefs concerning the meaning and roles of teaching, knowledge, technology, student-teacher dynamics, power, and responsibilities (Hin and Subramaniam, 2009).

The organization Teaching Tolerance, a team of educators who believe in implementing social justice practices in education, compiled a list of the critical practices for developing a classroom culture that is built around anti-bias education. These include honoring student experience by creating an environment where students can feel valued and respected, implementing thoughtful classroom setup and structure that reflect messages positive relationship building and communication, and

using a values-based behavior management that encourages students to treat one another kindly and with open minds (Southern Poverty Law Center, 2018).

The crucial difference that can be ascertained between community and culture in the classroom is that every classroom has a culture, whether there is effort placed into developing one or not; it simply emerges as a result of placing a teacher and students in a room. While the quality of a classroom's culture can be influenced by different teaching practices such as those outlined by Teaching Tolerance, a culture, albeit most likely one that does not reflect positive values and objectives educators would hope to impart on their students, would still form without any effort on the part of students or teachers. On the contrary, the blossoming of a classroom community is a circumstance that takes significant effort, both on the part of the teacher who embeds the appropriate strategies into the curriculum, as well as the students who engage with them.

What is the current status of classroom community in schools?

Webb and Engar reveal that on the whole, research on the importance and value of developing a strong classroom community is still “unelaborated” because it is difficult to understand the direct relationships between social interactions and community formation (Webb and Engar, 2016). The very nature of what does it mean to “belong” to a group is something very subjective and intuitive. However, it is also quite common for there to be negative effects drawn from classroom community being improperly implemented, one being the formation of cliques. When students strictly limit themselves to interacting with peers who enforce social conformity and

discourage the expression of different ideas, as is often found in traditional classrooms (Webb and Engar, 2016), they create a classroom culture that does not encourage critical thinking or engagement with others, two majorly important goals in every classroom environment.

Rovai's study "A Preliminary Look at the Structural Differences of Higher Education Classroom Communities in Traditional and ALN Courses" reveals how the habits of building community in the classroom are directly reflective of how community is perceived across the country. He explains that while some communities come together positively, there are others that attempt and still fail to reach their goals. Furthermore, while the ideal is that citizens start to make the effort to work together towards a common goal, there is a recent decline in social capital linking individual people and groups together (Romain, 2002). Ultimately, these same issues are occurring in classroom communities across the country, and there must be significant efforts and changes made within the educational system in order to ensure that students are successful and reach their goals

Chapter Three: Application

Solution to Developing Classroom Community

In order to develop stronger classroom communities, educators have to make the effort to implement curriculum that facilitates strong bonds of respect and acceptance between all members, students and teachers. As stated previously in Chapter 2, classroom community does not develop by accident; it requires specific motivational conditions that in turn result in the creation of a learning environment where each member feels as though their contributions are wanted and appreciated. These motivational conditions, as outlined by Wlodkowski are: establish inclusion, develop positive attitudes, enhance personal meaning, and engender competence (Wlodkowski, 2003, 2008; Wlodkowski & Ginsberg, 2017).

The suggested unit plan will implement practices that specifically contribute to each of these motivational conditions through the practices of daily rituals to establish inclusion (starting every class period with a Do Now activity to activate thinking and prior knowledge), developing positive attitudes through finding relevancy and excitement (encouraging students to take on practice as “experts” and “learners”), enhancing personal meaning with reasonably rigorous problems (encouraging healthy struggles by students where they can seek guidance and collaboration from their peers rather than only their teacher), and engendering competence through current events (tying topics to relevant and meaningful aspects of their communities outside of school.) As a result of these practices, classroom community should flourish and student engagement should rise as well.

As mentioned in Chapter 1, this unit plan will integrate specific elements that ultimately should lead to the development of a stronger classroom community through their natures of opening and expanding bridges of understanding between all members. These elements include allowing students to continue to learn more about each other's backgrounds, incorporating persuasive and argumentative writing, basing content around pressing social issues, and creating a final assessment that asks students to publicly speak in front of their peers. Each of these components will lead to students seeing greater value in their work, developing more self-confidence, and in turn encouraging them to share their ideas and insights with one another. As a result, the ties between students within the classroom will strengthen and they will begin to value one another as crucial members of their learning environment.

Ultimately, in order for these bonds to develop, the unit plan has to be strongly student-centered and discussion-driven. Features of these classrooms that are fundamental to incorporate in any curriculum that hopes to develop classroom community are:

- Lessons should be devised around learners' needs.
- Learners should be self-aware and reflective of their own work.
- Learners should be able to advocate for their needs.
- Teachers should lead and inspire students to find passion within the subject of the lesson.
- Failure should be recognized as teachable moments.

- All learners should be encouraged to find and develop their unique strengths and talents.

(Pakizer, 2016).

Mini-Unit for 9th Grade ELA Commentary

The following pages outline a smaller segment of a larger unit for 9th grade English Language Arts. This mini-unit consists of eleven consecutive forty-five-minute lesson plans that adhere to the New York Common Core State Standards. This mini-unit is part of a larger unit that is titled “The Struggle for Freedom.” The anchor text is Dr. Martin Luther King Jr’s “I Have a Dream” speech. This unit is adapted from Chapter 2 of the Collections, Grade 9 textbook.

The overall objectives for this unit are that students will be able to:

- Read various texts, including Dr. King’s speech, and analyze the structure of their argument.
- Identify and analyze the ways in which rhetorical devices enhance the experience and meaning of speeches.
- Conduct research into an issue that affects a larger social group (school community, local community, etc) and compile compelling evidence that demonstrates the necessity of reform.
- Deliver a speech written and delivered with its purpose and audience in mind.

In order to maximize the potential of this unit for developing strong classroom community, it should be taught right at the beginning of the school year. This way, it

will be laying down the foundation for a positive and successful classroom community for the rest of the year. Throughout the mini-unit, the exit tickets will frequently ask students to self-assess their proficiency and understanding of concepts for the purpose of assessing future pairings and groupings that will benefit both higher and lower-level students throughout the rest of the year.

By the time this segment of lessons are taught, students should already have demonstrated mastery on their abilities to identify, analyze and evaluate the effectiveness of, and create claims, evidence, analysis, counterclaims, and rebuttals. The final performance task will ask students to write and deliver a “call to action” speech that requires them to identify an issue that affects a larger society (school building, Bronx community, United States, world, etc) that they believe needs reform) and argue that this issue needs reform through use of evidence and analysis. Each lesson plan leading up to this task will include its aligned standards, learning objectives, learning aims, required materials, an anticipatory set/Do Now, mini-lessons, student-centered activities, and closing activities, suggested differentiation practices, and assessments.

Overall, these lessons demonstrate a mini-unit that should contribute to a strong classroom environment because they integrate practices that allow for the specific development of the required motivational conditions. It will be completely student-driven and discussion-based in order to develop strong bonds of reliance and respect between students.

9th Grade ELA Mini-Unit

Eleven Forty-Five-Minute Lessons

Identifying, Analyzing, Evaluating, Creating, and Presenting Effective

Arguments

Lesson One: Building Historical Context

<u>CCSS:</u>	CCSS.ELA-LITERACY.RI.9-10.7 - Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<u>Learning Aim:</u>	How can we act as ethnographers to understand the historical context of the Civil Rights Movement?
<u>Learning Objective:</u>	SWBAT develop a social and political context for Dr. King's "I Have a Dream" speech.
<u>Materials:</u>	<ol style="list-style-type: none">1. Historical artifacts (https://allthatsinteresting.com/civil-rights-movement-photos)2. Ethnographer response sheet3. PowerPoint
<u>Do Now (5-7 mins):</u> <u>(Presented on the board)</u>	Students will respond to the Do Now independently in their notebooks: <i>The Smithsonian Museum is dedicated to preserving the United States' many cultures. It has 19 museums across our country!</i> <i>Imagine the Smithsonian created a new museum dedicated to your generation – United States Americans born after the year 2000. List 5 artifacts (photos, records, DVDs, clothing, sneakers, electronics, books, etc) that you would expect to see in your museum. Explain why you feel those artifacts represent your generation.</i>
<u>Instruction:</u> <u>Mini-lesson (8-10 mins)</u>	<ol style="list-style-type: none">A. Students will share out responses to the Do Now. Teachers will invite students to challenge peers' statements with questions, and for students to defend their claims with reasoning.B. Framing: Teachers will explain that to conclude this unit's work with claims, students will be examining how Dr. Martin Luther King advanced his claim that black Americans should be granted equal rights under the law during the Civil Rights Movement. They will then be creating their own short speech that advances a claim about an issue that they believe needs reform. Today's focus: Teachers will note that today, before beginning work with the speech, students will learn the social and political context of the speech by acting as

	<p>ethnographer in a gallery walk by exploring artifacts from Dr. King's time.</p> <p>C. Rather than tell students what ethnographer do, teachers will invite students to collaboratively use existing knowledge of familiar words to infer its meaning.</p> <p>Ethno: <i>What words contain this root do we know? What do they mean?</i> (Expected answers: ethnicity, ethnic)</p> <p>Graph: <i>What words contain this root do we know? What do they mean?</i> (Expected answers: autograph, biography, photograph)</p> <p>D. Teacher will ultimately present the meaning of each root, after eliciting student inferences about their meaning. Teachers will ask: <i>What can we infer an ethnographer does?</i></p> <p>E. Teacher will ultimately project definition for students to copy into their notes: Someone who records (writes) the histories and traditions of different cultures.</p> <p>F. Teacher will model on the board how to use the gallery walk "ethnographer questioning" tool. Teachers will demonstrate using an "artifact" from the present time (iPhone) and model three meaningful questions.</p>
<u>Student Practice (25-30 mins)</u>	<p>A. Students will walk around the classroom at will to explore the different gallery exhibits. Students will be free to walk around the classroom at will, but teacher will circulate to encourage movement. Teachers will stimulate discussion if needed by asking students their thoughts and feelings about specific details of the artifacts.</p> <p>B. As students circulate, they are encouraged to discuss the artifact together, but are reminded that their questions must be their own.</p> <p>C. Two songs will play as students circulate, and the lyrics for each song will be posted as artifacts along with the other visual artifacts. When the songs are finished playing, students will be asked to return to their seats. (15-20 mins)</p> <p>D. After students return to their seats, teachers will allow students to share out their best questions and respond to one another. (10-15 mins)</p>
<u>Closing/Summary (5 mins)</u>	<p>Students will respond to the Exit Ticket on the bottom of their handout to submit at the end of class:</p> <p>How confident do you feel in your knowledge of the social and political issues that inspired Dr. King to make his speech?</p> <p>1 - Not confident: I don't understand at all</p> <p>2 - Somewhat confident: I understand a little bit still have questions</p> <p>3 - Confident: I understand this completely.</p>

	4 - Very confident: I understand this very well and could even teach it to someone else.
<u>Suggested Differentiation</u>	<ul style="list-style-type: none"> • As an extension, students with a higher understanding of subject material can aim to visit more than three exhibits. • English Language Learners will have handouts provided for them in both English as well as their native language so they can continue developing meaning of significant vocabulary terms. • Teachers may project accountable talk sentence stems on the board for students who may struggle with speaking/listening skills for when they discuss their questions after viewing the different exhibits. For students who are English Language Learners or may feel uncomfortable with verbal collaborative discussion, they will be instructed to exchange papers with a partner and discuss in writing (using the “reply” column).
<u>Assessments</u>	Ethnographer questioning tool, collaborative discussion responses (verbal or written), teacher observations during circulation in gallery, exit ticket self-assessment.

Lesson One Materials

Lesson One PowerPoint

Do Now: The Smithsonian Museum is dedicated to preserving the United States’ many cultures. It has 19 museums across our country!

Imagine the Smithsonian created a new museum dedicated to your generation - United States Americans born after the year 2000. **List 5 artifacts (photos, records, DVDs, clothing, sneakers, electronics, books, etc) that you would expect to see in the museum. Explain why you feel those artifacts represent your generation.**

Where are we going with this?

- ✓ **Today...**
Context for the Civil Rights Movement to better understand Dr. King’s speech.
- ✓ **This week...**
Close reading, questioning, analyzing and evaluating the efficacy of Dr. King’s “I Have A Dream...” speech.
- ✓ **Next week...**
You develop your own “Dream” speeches!

Ethnographer:

Someone who records (writes) the histories and traditions of different cultures.



ethno:
race, cul

graph:
to write

ARTIFACT	QUESTION
MY IPHONE	

- ☒ Requires you to actually READ the text because it refers to specific details.
- ☒ Requires you to draw conclusions about the details by making inferences or educated guesses.
- ☒ Can cause debate and have more than one "right" answer

EXIT SLIP**Your Findings...**

How confident do you feel in your knowledge of the social and political issues that inspired Dr. King to make his speech?

- 1 - Not confident: I don't understand at all
- 2 - Somewhat confident: I understand a little bit still have questions
- 3 - Confident: I understand this completely.
- 4 - Very confident: I understand this very well and could even teach it to someone else.

Lesson One Handout

Name: _____

Period: _____

VOCABULARY BUILDING

Words I know that contain the root *ethno*: _____

Words I know that contain the root *graph*: _____

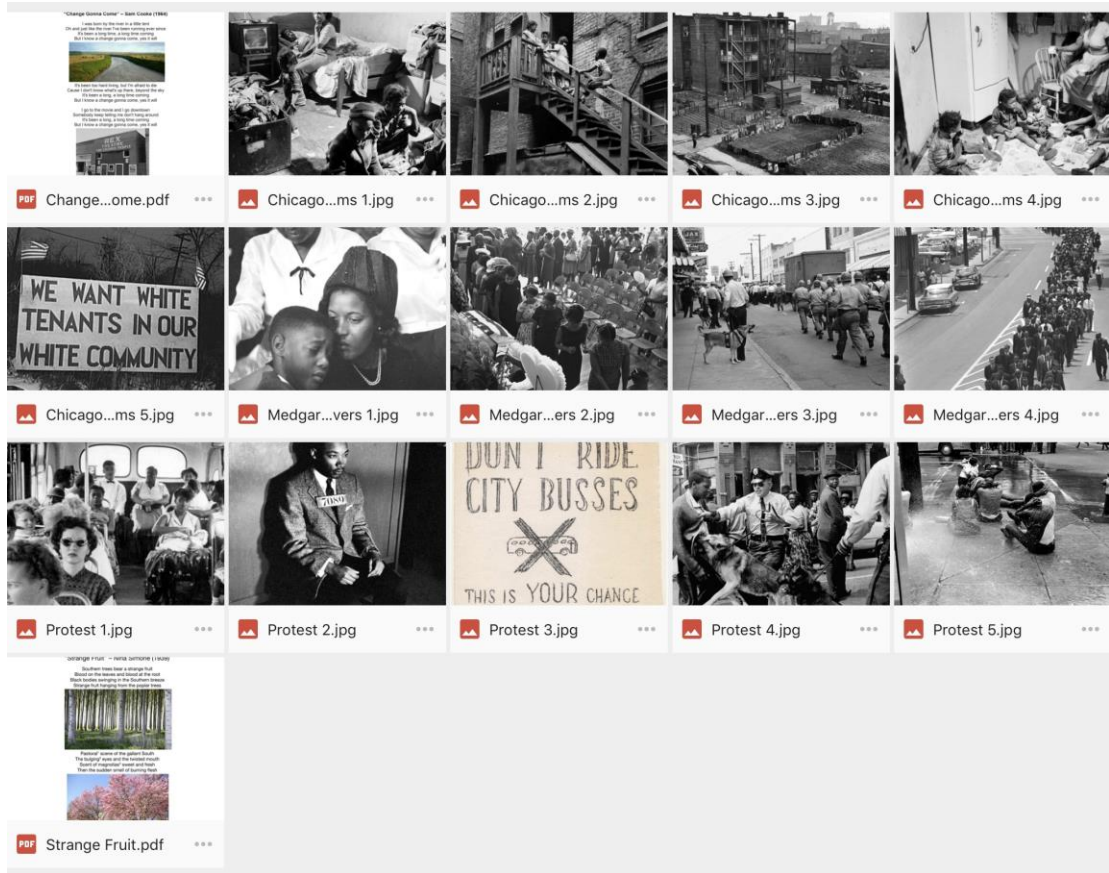
An **ethnographer** is someone who _____ the _____
_____ of different cultures.

DIRECTIONS: Circulate to *at least 3* of the artifact stations. Come up with *at least 2 questions for each station* and write them in the “questions” column. Leave the “reply” column empty.

NOTE: If your station has multiple pictures, write the number of the picture you’re looking at next to your questions.

ARTIFACT	QUESTIONS	REPLY
CHICAGO SLUMS		
MEDGAR EVERS		
NINA SIMONE – “STRANGE FRUIT”		
SAM COOKE – “CHANGE GONNA COME”		
CIVIL RIGHTS PROTEST		

Lesson One Gallery Materials



Lesson Two: Identifying and Creating Rhetorical Devices

<u>CCSS:</u>	CCSS.ELA-LITERACY.RL&I.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
<u>Learning Aim::</u>	How can we use a Frayer model to deepen our understanding of rhetorical devices?
<u>Learning Objective:</u>	SWBAT collaboratively complete two Frayer models that visually represent their understanding of <i>anaphora</i> and <i>figurative language</i> .
<u>Materials:</u>	<ol style="list-style-type: none"> 1. Frayer model example 2. Song lyrics (handouts and on PowerPoint) (https://genius.com/J-cole-photograph-lyrics), (https://genius.com/Kendrick-lamar-bitch-dont-kill-my-vibe-lyrics) 3. Frayer Models on poster board
<u>Do Now (5-7 mins)</u> <u>(Presented on the board)</u>	Students will respond to the Do Now independently in their notebooks. <i>Think about teachers that you have or had in the past that you enjoyed listening to. What was it about their speaking that made you enjoy listening to them? Alternatively, think about a teacher you hate/hated listening to. Why was it so painful to listen to that teacher? Be as specific as possible.</i>
<u>Mini-lesson</u> <u>(15 mins)</u>	<p>Transition (5 mins)</p> <p>A. Students will first pair/share their responses in small groups. Teacher will circulate the room to hear students exchange their responses. Afterwards, they will switch to full-class discussion where students will be asked to share their <i>partner's</i> response. After a student shares, teachers will ask the rest of the class to raise their hand if the teacher they wrote about also had similar speaking patterns.</p> <p>B. Framing: Teacher will explain that before we start reading Dr. King's "I Have a Dream" speech, it is important to have an understanding of the rhetorical devices he uses to make his points.</p> <p>a. Today's focus: Today we will be learning about the two most significant rhetorical devices featured in Dr. King's speech, <i>anaphora</i> and <i>figurative language</i>. In order to develop an understanding of what these terms are, students will work together to create Frayer models to visually represent them.</p> <p>Instruction (5 mins)</p> <p>C. Teachers will provide two auditory samples from modern songs that have examples of each rhetorical device. Teachers will first</p>

	<p>review the device, offer a brief <i>written</i> definition and example, then play the auditory sample. Teachers will ask students to annotate (highlight or underline) examples of the device as they listen and elicits their annotations after listening.</p> <ul style="list-style-type: none"> a. Anaphora – J. Cole “Photograph” clip (2:03-2:31) <ul style="list-style-type: none"> i. <i>Addressing misconceptions:</i> Some students may mistake his use of repetition (“but I can’t come up with nothing”) for anaphora. Teacher will invite peers to explain why these lines do not constitute anaphora. b. Figurative Language – Kendrick Lamar “Don’t Kill my Vibe” clip (0:52-1:27) <ul style="list-style-type: none"> i. Metaphor will be defined as a comparison between two objects by stating one is said to <i>be</i> the other (She is a monster). ii. Similar will be defined as a comparison between two objects where one is said to be <i>like</i> the other (She is like a monster). <p>Modeling (5 mins)</p> <p>D. Teachers will first model how to create a Frayer Model for the simpler literary device “character.” Teacher will frequently pause and allow students to ask questions or concerns if they arise.</p> <ul style="list-style-type: none"> a. On the board, there will be a projection of a blank Frayer Model with the word “Character” in the middle that the teacher will fill in as they model the process for students. <ul style="list-style-type: none"> For “definition,” teacher will supply, “A person in a novel, television show, or movie.” For “picture,” teacher will draw a simple picture of Harry Potter from the Harry Potter series. For “examples,” teacher will ask students to suggest names of characters that they know from books or media and fill them in on the chart. For “non-examples,” teacher will ask if students can think of anything that is not a character. If they struggle to come up with any, teacher will encourage them to think about anything from Harry Potter that is NOT a person (possible answers include a wand, a robe, Hogwarts, etc.)
<u>Student Practice</u> (20mins)	<ol style="list-style-type: none"> 1. In small groups of 3-4, students will create their own Frayer Models for the terms “Figurative Language” and “Anaphora” on chart paper based on their understandings of them from the definition and how they are used in songs. For grouping, students

	<p>will be encouraged to find partners who they have not yet worked with before.</p> <ol style="list-style-type: none"> a. Addressing potential questions/concerns: <ol style="list-style-type: none"> i. For “definition,” students should use the definitions provided earlier in the class. ii. For “picture,” students may object and say, “I can’t draw.” Students should be reminded that in lieu of drawings, they can use symbols, emojis, and even text labels to develop their visuals. iii. While examples can be pulled directly from the mini-lesson, students may be reminded to think of any song (or lines in the songs provided) that do <i>not</i> contain the devices. iv. Ultimately, students should ask their peers in their group for help and assistance before immediately asking a teacher.
<u>Closing/Summary (5 mins)</u>	<p>How confident do you feel in your knowledge of the rhetorical devices anaphora and figurative language?</p> <p>1 - Not confident: I don’t understand either. 2 - Somewhat confident: I understand only one of them, or I understand both only a little. 3 - Confident: I understand both completely. 4 - Very confident: I understand both terms very well and could even teach them to someone else.</p>
<u>Suggested Differentiation</u>	<ul style="list-style-type: none"> • Groups that have students who are English Language Learners will be encouraged to fill in as much of their Frayer models as possible through images. • Lyrics will be provided both on handouts as well as presented in PowerPoint to appeal to different types of visual learners. The songs will also be played to appeal to auditory learners.
<u>Assessments</u>	<p>Do Now, small-group and large-group discussion participation, completion of accurate Frayer Models, formative checks for understanding, Exit Ticket self-assessment</p>

Lesson 2 Materials

Lesson 2 PowerPoint

Do Now:

Think about teachers that you have or had in the past that you enjoyed listening to. What was it about their speaking that made you enjoy listening to them? Alternatively, think about a teacher you hate/hated listening to. Why was it so painful to listen to that teacher? Be as specific as possible.



Framing

Before we start reading Dr. King's "I Have a Dream" speech, it is important to have an understanding of the rhetorical devices he uses to make his points.

Today's focus: Today, we will learn about the two most significant rhetorical devices featured in Dr. King's speech, *anaphora* and *figurative language*. In order to develop a deeper understanding of what these terms look like in texts, students will create Frayer Models for each.

But first...what are *anaphora* and *figurative language*?

J. Cole - Photograph

Yeah
 Feel like I gotta say somethin'
 Thought of you got my heart jumpin'
 But I can't come up with nothin' (no)
 But I can't come up with nothin'
 I put it off for a day I come back around your way
 Searching for what I could say
 That accurately could convey
 The way that I feel in the world
 That's different than what you done heard
 So many done hit you wit game
 So many been sent to the curb
 And I did not come here to play
 And I did not come to observe
 And I did not come here to play
 But I did not come to observe

Anaphora:

The repetition of a word or phrase at the beginning of consecutive sentences.

Kendrick Lamar - Don't Kill My Vibe

Look inside of my soul
 And you can find gold and maybe get rich
 Look inside of your soul and you can find out it never exist
 I can feel the changes
 I can feel a new life
 I always knew life can be dangerous
 I can say that I like a challenge and you tell me it's painless
 You don't know what pain is

How can I paint this picture
 When the color blind is hanging with ya
 Fell on my face and awoke with a scar
 Another mistake living deep in my heart
 Wear it on top of my sleeve in a flick
 I can admit that it did look like yours
 Why you resent every making of this

Figurative Language: Using words or phrases that do not have their normal, literal meaning.

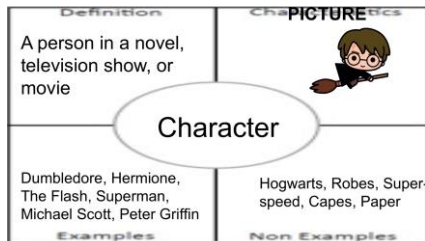
Two types are:

Metaphor:

A comparison between two objects where one is said to literally **be** the other
 (She **is** a monster.)

Simile:

A comparison between two objects where one is said to be **like** the other
 (She **is like** a monster.)



Exit Ticket:

How confident do you feel in your knowledge of the rhetorical devices **anaphora** and **figurative language**?

- 1 - Not confident: I don't understand either.
- 2 - Somewhat confident: I understand only one of them, or I understand both only a little.
- 3 - Confident: I understand both completely.
- 4 - Very confident: I understand both terms very well and could even teach them to someone else.

Lesson 2 Handout

Name: _____	Period: _____
J. COLE - "PHOTOGRAPH" Yeah Feel like I gotta say something Thought of you got my heart jumping But I can't come up with nothing (no) But I can't come up with nothing I put it off for a day I come back around your way Searching for what I could say That accurately could convey The way that I feel in the world That's different than what you done heard So many done hit you with game So many been sent to the curb And I did not come here to play And I did not come to observe But I did not come here to play But I did not come to observe Feel me	KENDRICK LAMAR - "DON'T KILL MY VIBE" Look inside of my soul And you can find gold and maybe get rich Look inside of your soul and you can find out it never exist I can feel the changes I can feel a new life, I always knew life can be dangerous I can say that I like a challenge and you tell me it's pointless You don't know what pain is How can I paint this picture When the color blind is hangin' with you? Fell on my face and awoke with a scar Another mistake living deep in my heart Wear it on top of my sleeve in a flick I can admit that it did look like yours Why you resent every making of this? Tell me your purpose is petty again But even a small lighter can burn a bridge Even a small lighter can burn a bridge
What examples of <i>anaphora</i> do we see here? How do these examples of <i>anaphora</i> give a "musical" quality to spoken language? _____ _____ _____ _____	What examples of <i>figurative language</i> do we see here, and what do they compare? How does it create a "visual" quality to the spoken language (help us picture it)? _____ _____ _____ _____

Lesson Three: Identifying and Analyzing Figurative Language

<u>CCSS:</u>	CCSS.ELA-LITERACY.RI.9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<u>Learning Objective:</u>	SWBAT identify and analyze the use of figurative language in Dr. King's "I Have a Dream" speech.
<u>Learning Aim:</u>	How does figurative language affect the meaning of a speech?
<u>Materials:</u>	1. "I Have a Dream" speech https://www.archives.gov/files/press/exhibits/dream-speech.pdf 2. Worksheets 3. Chart paper 4. PowerPoint 5. Post its 6. Markers
<u>Do Now (5-7 mins)</u> <u>(Presented on the board)</u>	Students will respond to their Do Now independently in their notebook <i>Do Now: What are some major issues that were addressed during the gallery walk? In other words, what were the things that Civil Rights activists were fighting to change?</i>
<u>Mini-lesson (10 mins)</u>	Transition (5 mins)

	<ol style="list-style-type: none"> 1. Students will volunteer to share what they responded for the Do Now. Anticipated answers include institutionalized poverty, segregation, unequal access to resources, etc. 2. Framing: Teachers will explain that for the speech students will write for their final assessment, they will be selecting a relevant issue in their communities and arguing for how and why it needs to change. <ol style="list-style-type: none"> a. Today's focus: Today, we will be learning about the major issues that Dr. King focuses on in his "I Have a Dream" speech and how he uses figurative language to express their significance. <p>Instruction (5 mins)</p> <ol style="list-style-type: none"> A. Each group will be assigned a different main idea addressed in the speech: Neptune: Justice/Injustice Jupiter: Segregation Venus: Freedom and Captivity Mars: Change B. Students will first collaborate to come up with a definition of their main idea. Dictionaries will be available, but students should be able to work together to come up with an understanding of their idea. Teachers will circulate to ensure groups are staying on task.
<u>Student Practice (30 mins)</u>	<ol style="list-style-type: none"> 1. As students listen to the audio clip of the speech, they will first independently follow along and annotate any examples of figurative language that relate to the issue their group was assigned. They should highlight as many examples as possible, including ones where their idea is explicitly stated as well as suggested. (5-7 mins) 2. Afterwards, students will share out their examples with the rest of their group. Examples that their peers may have found that students did not on their own should be additionally annotated/highlighted. Working collaboratively, though each completing their own handout, students will select a specific example of their main idea to focus on. They will evaluate how Dr. King uses figurative language to describe the idea, what he compares it to, and what they believe he is trying to say about it. (10 mins) 3. When they have completed their responses, students will use chart paper to create "Mind Maps" that expresses their understanding of the

Lesson 3 Handouts

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation. Five score¹ years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity.

One hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles² of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity³. One hundred years later, the Negro is still languished⁴ in the corners of American society, finds himself an exile in his own land. So we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir⁵. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted⁶ on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds."

But we refuse to believe that the bank of justice is bankrupt. We refuse to believe that there are insufficient funds in the great vaults of opportunity of this nation. And so, we've come to cash this check, a check that will give us upon demand the riches of freedom and the security of justice.

We have also come to this hallowed⁷ spot to remind America of the fierce urgency of Now. This is no time to engage in the luxury of cooling off or to take the tranquilizing⁸ drug of gradualism⁹. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksands of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent¹⁰ will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. And those who hope that the Negro

¹ Twenty
² Chains
³ Wealth; riches
⁴ Suffered
⁵ Person that inherits something
⁶ Did not pay
⁷ Holy, sacred
⁸ Calming
⁹ Changing things slowly
¹⁰ Unhappiness

needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. And there will be neither rest nor tranquility¹¹ in America until the Negro is granted his citizenship rights. The whirlwinds of revolt¹² will continue to shake the foundations of our nation until the bright day of justice emerges.

But there is something that I must say to my people, who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place, we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred. We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

The marvelous new militancy¹³ which has engulfed¹⁴ the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And they have come to realize that their freedom is inextricably¹⁵ bound to our freedom. We cannot walk alone. And as we walk, we must make the pledge that we shall always march ahead. We cannot turn back.

There are those who are asking the devotees¹⁶ of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities. We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their self-hood and robbed of their dignity by signs stating: "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until "justice rolls down like waters, and righteousness¹⁷" like a mighty stream."

I am not unmindful that some of you have come here out of great trials and tribulations¹⁸. Some of you have come fresh from narrow jail cells. And some of you have come from areas where your quest — quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive¹⁹. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our northern cities, knowing that somehow this situation can and will be changed.

¹¹ Peace, calm
¹² Revolution; a fight for political change
¹³ Violence; aggression
¹⁴ Overwhelmed; surrounded
¹⁵ Unable to be separated
¹⁶ Followers
¹⁷ Fairness; justice
¹⁸ Hard times
¹⁹ Will free you

I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed¹, "We hold these truths to be self-evident, that all men are created equal." I have a dream that one day on the red hills of Georgia, sons of former slaves and the sons of former slaveowners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis² of freedom and justice. I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I HAVE A DREAM TODAY!

I have a dream that one day down in Alabama — with its vicious racists, with its Governor having his lips dripping with the words of interposition³ and nullification⁴ — one day right there in Alabama, little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I HAVE A DREAM TODAY!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low. The rough places will be plain and the crooked places will be made straight, "and the glory of the Lord shall be revealed, and all flesh shall see it together."

This is our hope. This is the faith that I go back to the South with. With this faith we will be able to hew⁵ out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day. And this will be the day. This will be the day when all of God's children will be able to sing with new meaning, "My country 'tis of thee, sweet land of liberty, of thee I sing. Land where my father died, land of the pilgrim's pride, from every mountainside, let freedom ring." And if America is to be a great nation, this must become true.

So let freedom ring from the prodigious hilltops of New Hampshire; let freedom ring from the mighty mountains of New York; let freedom ring from the heightening Alleghenies of Pennsylvania; let freedom ring from the snow-capped Rockies of Colorado; let freedom ring from the curvaceous slopes of California. But not only that. Let freedom ring from Stone Mountain of Georgia; let freedom ring from Lookout Mountain of Tennessee; let freedom ring from every hill and mole hill of Mississippi. "From every mountainside, let freedom ring."

And when this happens, and when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: "Free at last. Free at last. Thank God Almighty, we are free at last."

¹Set of beliefs
²Something that provides relief
³Interference
⁴Creating something
⁵Chop, cut

Name: _____ Period: _____

DIRECTIONS

Step 1: As we listen to Dr. King's "I Have A Dream" speech, your group will annotate (highlight, underline or circle) **figurative language** that relate to the **issue** your group was assigned. Highlight as many examples as possible.

Step 2: In your group, share out quotes you found. Choose a favorite quote to focus on. Using the chart below, analyze what this quote is trying to say about the issue.

GROUP: _____	
My group's issue is...	
Dr. King uses figurative language to describe this theme when he says...	
In this quote, he compares the theme to...	
The traits of the object he compares it to are...	
Therefore, in my own words, I think this quote is trying to say that..	

Step 3: In your group, use the chart paper to create a **mind map** that expresses

the meaning of your quote. Use the model on the board as a reference.

Lesson Four: Developing a Research Topic

<u>CCSS:</u>	CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>Learning Objective:</u>	SWBAT determine the criteria of and create specific and effective questions when researching a topic.
<u>Learning Aim:</u>	How do we conduct meaningful research?
<u>Materials:</u>	1. Proposal handout 2. PowerPoint
<u>Do Now (5-7 mins)</u> <u>(Presented on the board)</u>	Students will independently respond to the Do Now on the handout. <i>Do Now: Identify 3 issues currently affecting our school, the Bronx, our country, or even this world. Explain each issue below.</i>
<u>Mini-lesson (10 mins)</u>	<p>Transition (2 mins)</p> <p>A. Framing: Before we can craft our argumentative speeches, we need to first select a topic to focus on.</p> <p>a. Today's focus: Today, we will each determine specific topic impacting our community that we want to research. Afterwards, we will create 3 meaningful questions about our topic to research in order to gather evidence to prove our claims.</p> <p>Modeling (8-10 mins)</p> <ol style="list-style-type: none"> Using an example topic, teachers will create their own research proposal to model for students what they will be doing, and then will create 3 example questions to find relevant information about the topic that proves the claim. Promoting Healthy Eating for Teens <ol style="list-style-type: none"> <i>(What is the issue?) It is critically important that teenagers across the United States learn the dangerous effects of unhealthy eating. (Why is this issue important?) This issue is important to me because as a teacher, I notice the important role that a healthy diet has in a student's ability to focus and engage in school. When students don't eat properly before and</i>

	<p>during school, it leads to mood swings, inability to persevere with class, and distractibility. (Why should my peers care about this issue?) I hope my students and fellow teachers care about this issue because if the members of our school community are not eating healthy, then we cannot expect them to perform at their highest potential. (What can I do to create change?) One thing I can do to positively address this issue is provide healthy snacks such as granola and yogurt for students who may have skipped breakfast. (What can others do to create change?) Something that other people who want to address this issue can do is go grocery shopping with their parents to ensure that they are selecting healthy and nutritious options, or share information about healthy eating with their families.</p> <p>3. Example Questions</p> <ol style="list-style-type: none"> What is the best diet for growing adolescents? How can we tell if someone is healthy? In other words, what makes someone healthy? (their weight, physical activity, etc) Why are so many more young people today struggling to maintain a healthy weight and lifestyle? Full-class discussion: Why are these good questions for research? (Anticipated responses include that they are open-ended, they may have multiple answers, they help prove their claim, etc)
<p><u>Student Practice (25-30 mins)</u></p>	<p>A. Research Proposal</p> <ol style="list-style-type: none"> Students will write a research proposal for the specific topic they will be arguing needs change. They should address why the issue is important/relevant, why others should be concerned about it, what they can personally do to create change for this issue, and what do they hope others do to create change for their issue. Students will then write 3 research questions on the back of their handout. Before beginning research using the laptops,

	<p><u>students have to get their proposals and questions approved by their teacher (will be submitted at the end of class).</u></p> <p>Throughout student practice, the teacher will circulate and conference with students with questions or concerns.</p>
<u>Closing/Summary (5 mins)</u>	Before submitting their proposals and questions, students will exchange their responses with a partner who will initial next to the questions that they believe fit the criteria of being meaningful and relevant enough that when researched, will provide information that will help prove the author's claim.
<u>Suggested Differentiation</u>	-Students who are English Language Learners or may exhibit lower proficiency in creating meaningful questions (as exhibited from earlier lessons) will engage in individual or small-group teacher conferencing while students are writing their proposals and questions.
<u>Assessments</u>	Do Now, questioning during modeling, written proposal with teacher check, self-constructed questions with teacher check, exit slip peer-assessment.

Lesson Four Materials

Lesson 4 PowerPoint

Do Now: Respond to the prompt on your handout!

Identify 3 issues currently affecting our school, the Bronx, our country, or even the world. Make sure you EXPLAIN each issue and why you believe it is a problem.

Framing:

Before we can craft our argumentative speeches, we need to first select a topic to focus on.

Today's focus: We will determine a specific topic impacting our community that we want to research. Afterwards, we will create 3 meaningful questions about our topic to research in order to gather evidence to prove our claims.

Example Proposal

Topic: *Promoting Healthy Eating for Teens*

(What is the issue?) It is critically important that teenagers across the United States learn the dangerous effects of unhealthy eating. **(Why is this issue important?)** This issue is important to me because as a teacher, I notice the important role that a healthy diet has in a student's ability to focus and engage in school. When students don't eat properly before and during school, it leads to mood swings, inability to persevere with class, and distractibility. **(Why should my peers care about this issue?)** I hope my students and fellow teachers care about this issue because if the members of our school community are not eating healthy, then we cannot expect them to perform at their highest potential. **(What can I do to create change?)** One thing I can do to positively address this issue is provide healthy snacks such as granola and yogurt for students who may have skipped breakfast. **(What can others do to create change?)** Something that other people who want to address this issue can do is go grocery shopping with their parents to ensure that they are selecting healthy and nutritious options, or share information about healthy eating with their families.

Example Questions (Why are they good research questions?)

- 1) What is the best diet for growing adolescents?
- 2) How can we tell if someone is healthy? In other words, what makes someone healthy? (Their weight, their physical activity, etc)
- 3) What are so many more young people today struggling to maintain a healthy weight and lifestyle?

Create your own proposals!

Why does the issue you selected need change?

Why is it important/relevant?

Why should others be concerned about it?

What can we do to change this issue?

Exit Ticket

How confident do you feel in your ability to conduct research on your topic?

1 - I am confused about this and need help.

2 - I understand a little but still have questions.

3 - I understand how to do this.

4 - I understand well and could teach someone else

Lesson 4 Handout

Name: _____ Period: _____

Do Now: Identify 3 issues currently affecting our school, the Bronx, our country, or even the world. Briefly explain each issue below.

1. _____
2. _____
3. _____



RESEARCH PROPOSAL

PROPOSAL (NOUN): A WRITTEN PLAN OR SUGGESTION TO BE APPROVED BY OTHERS

For your speech, **your claim will be that your issue requires change.** In no fewer than **6 sentences**, create a detailed proposal of the subject you want your teachers to approve for your research. In your proposal, explain:

- Why this issue is important to you (why do you connect to it?)
- Why should your teachers and peers care about it?
- What can you personally do (or not do) to create change for this issue?
- What do you hope your teachers and peers will do (or not do) to create change for this issue?

GOOD RESEARCH IS DRIVEN BY THOUGHTFUL

QUESTIONS



☐ Can my question only be answered by looking at texts and research?

☐ Can my question lead to more than one possible answer?

☐ Can my question spark debate among others?

Directions: Come up with three questions you have about your issue that you would like to learn more about through research. Before you will be allowed to use a laptop to do research this week, a teacher **must** approve your research questions and initial next to them below.

Question 1:	Initials:
Question 2:	Initials:
Question 3:	Initials:

Lesson Five: Vetting a Source

<u>CCSS:</u>	CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>Learning Objective:</u>	SWBAT use a media vetting checklist to evaluate the reliability of a media source.
<u>Learning Aim:</u>	How can we tell if a news source is objective and reliable?
<u>Materials:</u>	1. C.R.A.P. Checklist (https://www.uen.org/lessonplan/download/47846?lessonId=42812&segmentTypeI) 2. Leveled articles (https://www.nbcnews.com/news/us-news/thieves-snatch-shark-antonio-aquarium-wheel-it-out-baby-n895956), (https://news.nationalgeographic.com/2015/07/150723-fukushima-mutated-daisies-flowers-radiation-science/), (https://worldnewsdailyreport.com/texas-man-freed-after-outliving-99-year-prison-sentence-for-horse-theft/) , (http://www.thebangoraye.com/welsh-dragon-successfully-hatched-bangor-univers) 3. PowerPoint
<u>Do Now (5-7 mins)</u> <u>(Presented on the board)</u>	Students will independently respond to the Do Now in their notebooks. <i>Do Now: Imagine you are the principal of a high school and you are called to the scene of a fight in the cafeteria. The cafeteria is filled with students, staff, and the two students involved in the fights. How would you get to the bottom of who started the fight? Describe your approach in at least 3 sentences.</i>
<u>Mini-lesson (10 mins)</u>	Transition (2 mins) B. Framing: Yesterday you drafted a research proposal and questions that will allow you to have a clear direction as you conduct your research. b. Today's focus: Today you will learn how to determine if a media source is reliable . In this context, the word reliable means that we can trust that the media source is accurate and fact-based. Media sources include websites, newspapers, news broadcasts on television, magazines, books, and more. c. Going forward you will conduct research on a laptop <i>only</i> when you have fully completed your proposals, had them signed, and completed today's work analyzing media sources. This research will ultimately help you prepare a speech. Modeling (8-10 mins) 1. Teachers will use a fake news story to illustrate how to use a "media reliability checklist." Teachers will annotate the story on the board, modeling their thinking process out loud, and modeling misconceptions aloud. Teachers will "catch" their mistakes (misconceptions) out loud and talk through the correct reasoning.

	<p>2. Media Reliability Checklist (CRAP Test)</p> <p>-Currency:</p> <p><i>-Is this information recent?</i></p> <p><i>-Has it been updated or edited since publication?</i></p> <p>-Reliability:</p> <p><i>-How does the website end? (.gov/.edu = reliable; .com/.org = may not be)</i></p> <p><i>-Is it full of emotionally charged language?</i></p> <p><i>-Does the article describe feelings or facts?</i></p> <p><i>-Where do the facts come from? Who are the studies conducted by? How was the information collected?</i></p> <p>-Authors and Experts:</p> <p><i>-Who wrote the article? Do they tell us about their job, background (where they come from), interests, or political or religious beliefs?</i></p> <p><i>-Does anything the author told us about them make us distrust them?</i></p> <p><i>-Who is quoted in the article? Is their job, education, or other credentials (what gives you credit) revealed? Why should we listen to them?</i></p> <p><i>-Can we trust the people quoted, or could their thoughts be influenced by bias or emotions?</i></p> <p>-Purpose:</p> <p><i>-Is this article trying to persuade you to believe something?</i></p> <p><i>-Is it attempting you to vote for someone, buy something, or invest time or money into a cause?</i></p>
<u>Student Practice (25-30 mins)</u>	<p>A. Evaluating a source</p> <p>1. Students will work in groups to read a leveled news story. All students will have a news story that seem real, but only one story actually will be. Students will not be told in advance how many stories are real, or if any are. Students will simply work in their groups to read, annotate, and ultimately decide if the story is true or not.</p> <p>2. Students must defend their answers using evidence from the text and acknowledge/refute a possible objection to their claim.</p>
<u>Closing/Summary (5 mins)</u>	<p>Students will respond to the Exit Ticket on the back of their handout.</p> <p>How confident do you feel in your ability to judge if a source is reliable?</p> <p>1 - I am confused about this and need help.</p> <p>2 - I understand a little but still have questions.</p> <p>3 - I understand how to do this.</p> <p>4 - I understand well and could teach someone else.</p>
<u>Suggested Differentiation</u>	<p>Groups should be based around students levels of reading comprehension and proficiency in identifying and evaluating claims. Each homogenous group will be given leveled texts according to these criteria.</p>

<u>Assessments</u>	Do Now, questioning during modeling, written proposal with teacher check, self-constructed questions with teacher check, evaluation of article credibility, exit slip assessment.
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Lesson Five Materials

Lesson Five PowerPoint

Do Now: Will be checked in 5 minutes!

Imagine you are the principal of a high school and you are called to the scene of a fight in the cafeteria. The cafeteria is filled with students, staff, and the two students involved in the fight. How would you get to the bottom of **who started the fight**? Describe your approach in *at least* 3 sentences.

FRAMING

Yesterday you drafted a research proposal that will allow you to have a clear direction as you conduct your research

Today you will learn how to determine if a media source is reliable. In this context, the word reliable means that we can trust that the media source is accurate and fact-based. Media sources include websites, newspapers, news broadcasts on television, magazines, books, and more.

Going forward you will conduct research on a laptop *only* when you have fully completed your proposals, had them signed, and completed today's assignment. Your research will ultimately help you prepare a speech.

Media Reliability Checklist (CRAP Test)

Current
Reliable
Authors & Experts
Purpose



IS IT A COLD OR THE FLU ?



Having one of these symptoms by itself doesn't necessarily mean you're sick.

In the same way, checking *one* of the "unreliable" criteria doesn't mean the article is necessarily unreliable.

Use your judgment and look for multiple unreliable criteria being met.

Does your group have real news...or fake news?!

- Read the article once alone.
- Go through each letter of the C.R.A.P. chart with your group. Discuss and record your notes.
- Decide as your group...is it real or fake?



Exit Ticket

Students will respond to the Exit Ticket on the back of their handout.

How confident do you feel in your ability to judge if a source is reliable?

- 1 - I am confused about this and need help.
- 2 - I understand a little but still have questions.
- 3 - I understand how to do this.
- 4 - I understand well and could teach someone else.

Lesson Five Handout

IS IT FAKE NEWS?

	Checklist	Notes
C URRENT	<p>When was the article published? How recent is the research in the article?</p> <p>Has the article been updated or edited since publication?</p>	
R ELIABLE	<p>How does the website end? (.gov and .edu = reliable; .com and .org = may not be reliable)</p> <p>Is the article's language emotionally charged? Does the article describe feelings or facts? How do we know?</p> <p>Where do the facts come from? How were the facts collected?</p>	
A UTHORS & EXPERTS	<p>Who wrote the article? Does anything the author make us distrust the accuracy of their information?</p> <p>Who is quoted in the article? Are their job, education, or other credentials (what gives them credit) revealed? Why should we listen to them?</p>	
P URPOSE	<p>Is this article trying to persuade you to believe something?</p> <p>Is it attempting to influence you to vote for someone, buy something, or invest time or money into a cause?</p>	

Lesson Five Fake Article 1

Low Level

Name _____ Period _____

Welsh Dragon Successfully Hatched at Bangor University



The best and most interesting scientific discovery of the year is the first Welsh Dragon born in over 500 years has been successfully hatched at Bangor University. Scientists managed to clone the Welsh Dragon after finding blood within mosquitoes that had been fossilized in amber. They then used the DNA from the dragon blood to complete the cloning process.

A scientist explained how the process was achieved, he said: "500 years ago, the mosquito bites a Welsh Dragon and drinks some of its blood. Then it lands on a tree.

"The Dragon was born at 00:01 hrs this morning, 1st April, as far as we can tell, he appears to be a healthy Welsh Dragon and we've called him Dewi, he is likely to develop his full red colouring on maturity, in about 250 years."

This discovery is the most helpful and important on all scientific discoveries this year. Experts everywhere agree that this Welsh Dragon discovery will lead to lots of advancements in science.

Now that the Welsh Dragon has been hatched from DNA from a fossil, scientists are going to try this process with new animals. Scientists are currently using dinosaur bones to create new dinosaur eggs. Reports say the dinosaur eggs will begin hatching in 2019.

Lesson Five Fake Article 2

Middle Level

TEXAS: MAN FREED AFTER OUTLIVING 88-YEAR PRISON SENTENCE FOR HORSE THEFT



A 106-year old man from Texas was liberated from prison this morning after outliving an 88-year sentence, becoming the first prisoner to do so in the history of the United States.

Grandson of one the most famous horse thieves in American history, Henry William Borne was arrested by the Texas Rangers in 1908 for being part of in a notorious horse-stealing ring.

Borne, his father and seven other accomplices were accused of stealing over 7,000 horses and mules, including a lot of 1,735 horses destined to the American military effort in the first World War.

The eight others were sentenced to death and hanged in 1909, while Borne, who was underage when the crimes were committed, was sentenced to 88 years in prison.

Unexpectedly, the Amarillo native actually survived his sentence, which was spent in a total of 11 different detention centers.

He was liberated this morning from the prison he stayed at in Texas, after spending close to a century behind bars.

Mr. Borne expressed his worries about adapting to life in the 21st Century.

"I saw a few cars once as a kid when I went to Dallas. I've been watching TV and I know they're now everywhere, but I'll have to get used to it."

Despite his long incarceration, the 117-year old man also fears he could have difficulty adapting to a life without crime.

"All I've ever been outside prison is a horse thief. That's the only thing I was good at. I bet I'd still be better than most of today's horse thieves, even at my age."

Despite his fears, a man at the Texas Department of Criminal Justice considers there is a "very low risk" that he will resume his life of crime.

In fact, it has been reported that the number of horse theft has constantly dropped over the last century and the use of identification microchips over recent years has made such crimes much easier to solve.

Punishment for horse theft can still be severe. Reports state a woman in Arkansas was sentenced to 60 years in prison for the 2011 theft of five horses.

Lesson Five Fake Article 3 (High Level)

Are 'Mutated' Daisies Really Caused by Fukushima Radiation?

Radiation from damaged power plant may be responsible for odd flowers, but there could be other forces at work.

BY BRIAN CLARK HOWARD, NATIONAL GEOGRAPHIC



三梅堂
@san_kaido

マーガレットの帯化(那須塩原市5/26)②
右は4つの花茎が帯状に繋がったまま成長し、途中で2つに別れて2つの花がつながって咲いた。左は4つの花茎がそのまま成長して繋がって花が咲き輪のようになった。空間線量0.5μSv地点(地上高1m)
6:49 AM · May 27, 2015

1,012 2,033 people are talking about this

This image of malformed daisies has gone viral, but is it caused by Fukushima radiation?

A picture of malformed daisies uploaded to Twitter from Japan is going viral, causing many people to speculate that radiation from the damaged Fukushima nuclear power plant, which was rocked by a 2011 tsunami is to blame for the oddity.

"Frightening. Fukushima daisies go viral as nuclear radiation is blamed for deformities," one twitter user noted.

But plant scientists aren't so sure. It's possible the radiation could be involved, but there are a number of other explanations as well, they say.

Twitter user @san_kaido first shared the picture in late May, from Nasushiobara. That's about 108 miles (173 kilometers) southwest of the Fukushima Daiichi plant, which was disabled by the March 2011 tsunami and leaked radiation into the environment.

The radiation at the site where the stretched-looking Shasta daisies were photographed was 0.5 μSv/h, wrote @san_kaido, an account set up in the Tochigi Prefecture Nasu district to disseminate information about radiation and Fukushima. That might sound scary, but that level is considered only slightly above normal and is classified as safe for "medium to long term habitation."

It's possible the flower deformity could have been induced by radiation, says Jeffrey J. Doyle, a professor of plant biology at Cornell University. However, "this is a pretty common mutation in daisies that I've seen sporadically in various places not associated with radioactivity," he says.

There are many factors that can cause the oddity, Doyle says, from chemicals to diseases, a hormone imbalance, or random mutations to inherited genes. This particular malformation has been seen in numerous species of the world's 20,000 members of the daisy family, from Holland to Idaho.

He's not ruling out a role for Fukushima: "It wouldn't surprise me to find mutations of all types, including this one, in places that have higher than average levels of mutagenic agents, such as a radioactive site or toxic waste dump."

But this single plant is not enough to make a connection. If many other plants were found in the immediate area with mutations, that would provide more evidence of a possible link, he says.

Even if radiation levels were 10 times what was reported at the site, "the dose rate would be highly unlikely to induce a significantly higher level of mutations," says Edwin Lyman, a senior scientist with the Union of Concerned Scientists. "But at areas closer to the release site, local dose rate levels were much higher at the time of the accident and possibly could have caused high additional mutation rates in flora in highly contaminated areas."

"Not That Rare"

Beth Krizek, a plant biologist at the University of South Carolina, agrees that radiation is a possible cause of the flower oddity, but says there are many other possible explanations.

"It's not that rare," Krizek says of the odd daisies. "You could occasionally see this just in plants growing in your garden."

That being said, it's likely that the nuclear disaster has been impacting wildlife in Japan, scientists reported in the Journal of Heredity in 2014. As in the aftermath of the Chernobyl nuclear disaster in 1986, scientists have observed higher mortality rates among birds, insects, and plants in the immediate vicinity of the radioactive leaks.

—Rachel Becker contributed reporting to this story.

Follow Brian Clark Howard on Twitter and Google+.

Lesson Five Real Article (Middle Level)

Thieves snatch shark from San Antonio Aquarium, wheel it out in a baby carriage

The shark appears brought their own net, snagged the shark from a tide pool exhibit and escaped in a red pickup truck.

By Alex Johnson and Daniella Silva / Jul.30.2018 / 8:02 PM EDT / Updated Jul.31.2018 / 10:06 AM EDT



A horn shark at the San Antonio Aquarium. The aquarium said three people stole a 16-inch horn shark and smuggled it out of the aquarium in a baby stroller on Saturday. San Antonio Aquarium

Three people snatched a small shark from a pool at the San Antonio Aquarium and smuggled it out in a baby carriage over the weekend, the aquarium said Monday.

One suspect is in custody and "the shark is alive and well and on its way back to the aquarium," Jenny Spellman, the aquarium's general manager, told NBC News on Monday night.

Leon Valley Police Chief Joseph Salvaggio said officers initially refused to believe that the 911 call that came in Saturday was real. But "they finally convinced me that it was true somebody had walked in and stole a shark out of a aquarium," he told NBC affiliate WOAI of San Antonio.



© 2018 NBC News. All rights reserved. "Not a shark shark."

Jamie Shank, the aquarium's assistant director of husbandry, said the shark, who is named Miss Helen, is "a tough little horn shark."

"When this happened all the staff was very heartbroken simply because we did not think that she would even survive that in itself," she told reporters. "I'm really proud of her and I'm so overjoyed to have her back."

She added that Miss Helen will go into quarantine for an observation period to ensure that she is unharmed before being returned to the exhibit.

The horn shark is a small, slow-swimming member of the bullhead shark species, found mainly off the West Coast from California to the Gulf of California. They mostly eat mollusks, crustaceans, worms and sea anemones.

"We value the lives of all of our animals and take pride in the care that we are able to give them as well as the education that we are able to give to the general public about these treasured species," the aquarium said.

Spellman said her reaction was "just absolute shock."

"I couldn't believe that somebody would do something like that," she said.

Security video released Monday shows the sharknappers strolling through the aquarium's hallway pushing the baby carriage along on Saturday before they drove off with the 16-inch shark in a red pickup truck.

The aquarium said the thieves brought their own net with them to snag the shark from an interactive "touch pool" at the tide pool exhibit while an attendant was assisting other visitors.

They then ducked into a filter room and emptied out a bleach bucket, into which they deposited the shark, the aquarium said. They used the bucket to transfer the shark into the stroller and "hurried up the stairs and out to the parking lot," it said.

The aquarium said managers raced to the parking lot and caught up with the suspects — who denied access to both the vehicle and the stroller.

Salvaggio told reporters at the aquarium Monday night that police tracked the vehicle down and found a house close to that vehicle. They were able to recover the shark and get confessions from two of the suspects, he said.

"When we got into the garage and into the house, it looked like almost a mock-up of here," he said, referring to the aquarium. "He had a lot of different marine animals in the home, very much knew what he was doing."

Salvaggio said the aquarium was lucky that it was dealing with someone who knew how to care for sharks.

"Luckily for the shark and for the aquarium here we were able to get that animal back into one piece," he said.

"We don't think he was planning on selling it. He didn't say that, but from looking at the other animals there, more than likely it was something that he wanted," he said. "He had had one of these in the past, don't know, I think the animal had died sometime in the past."

Lesson Six: Researching for Evidence

<u>CCSS:</u>	CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<u>Learning Objective:</u>	SWBAT use a checklist and graphic organizer to conduct meaningful, scholarly research on a topic of their choosing.
<u>Learning Aim:</u>	How can I conduct scholarly research that supports my claim?
<u>Materials:</u>	1. Laptops 2. PowerPoint 3. Notes organizer/C.R.A.P. checksheet
<u>Do Now (5-7 mins)</u> (Presented on the board)	Students will respond to the Do Now in their notebooks. <i>Do Now: What is the first website you go to when you need to search for something? How do you narrow down the results when there are multiple options?</i>
<u>Mini-lesson (10 mins)</u>	<p>A. Share-Out/Transition (3-5 mins)</p> <p style="padding-left: 40px;">a. Students will pair/share their responses with a partner sitting nearest to them.</p> <p>B. Framing (On PowerPoint)</p> <p>1. Yesterday: We learned about how to evaluate whether or not a media source is credible. Previously, you have determined a topic for research and the questions you will use to find specific information to prove your claim.</p> <p>2. Today: You will be using your knowledge of credible resources to perform research. We will also talk about where to look on the internet to find these resources.</p> <p>3. Going forward: Today's research will allow you to write a speech next week that is rooted in sound evidence.</p> <p>C. Modeling (7-10 mins)</p> <p style="padding-left: 40px;">a. For team-teaching periods, one teacher will model the process from the computer while the other circulates the room to ensure students stay on task. For gen-ed and 15:1, teacher will model the process from the computer and circulate the room intermittently to take questions.</p>

	<p>1. Where do I go to begin? wikipedia.com may not be a “reliable” source, can be a great place to begin your research. Consider using Wikipedia to search your topic initially, and to gather keywords, events, and important people related to your subject. Beware: Don’t fall into the rabbit hole! (Limit time to 10 minutes)</p> <p>2. Where to I go to dive deeper? Once you’ve gotten a short list of terms, events and people that you want to conduct further research about, it’s time to move your research to more scholarly sources. education.iSEEK.com is a great resource for students, teachers and principals to find articles from trusted newspapers and journals. Use the sidebar on the left hand side to filter by topic.</p> <p>3. Where do I go to challenge myself? scholar.google.com is a search engine that allows you to search documents from courts, universities, and other professional databases.</p>
<u>Student Practice (30 mins)</u>	<p>D. Student Practice</p> <p>1. Using their research questions, C.R.A.P. Checklist, and Notes Graphic Organizers, students will find useful and legitimate evidence about their topic that will prove their claims.</p> <p>2. No students will be allowed to use a laptop until they finish their proposals and have them approved. Desks must be clear of everything except the materials listed in item 1.</p> <p>3. Before researching, students should write their approved research questions in the column labeled “Research Questions.” As they find information that answers them, they should write those notes in “Notes.” Before moving on, students must record the website they found the information at and the criteria it meets of the C.R.A.P. Checklist that confirms it is reliable information in the column labeled “Source & Why is it Reliable?”</p> <p>4. Teachers will circulate between the groups to ensure that students are appropriately staying on task.</p> <p>5. Any students that use computers inappropriately (to access unapproved websites, to play games, etc.) or are off-task and need to be redirected more than twice will be given an alternate task to complete. These students must complete their research at home or by coming after school to work alongside teachers in a 1:1 setting where they can be closely supported.</p>
<u>Closing/Summary (5 mins)</u>	<p>Students will respond to the Exit Ticket on the back of their graphic organizer before submitting.</p> <p>How confident do you feel about the research you found on your topic today?</p>

	1 - I am confused about this and need help. 2 - I understand a little but still have questions. 3 - I understand how to do this. 4 - I understand well and could teach someone else.
<u>Suggested Differentiation</u>	Students with higher reading comprehension skills should spend less time on Wikipedia and explore more scholarly websites to research their claims. They should be prepared to find more detailed and sophisticated answers to their research questions. As an extension, they can try to find reliable sources on their own, as well as create more research questions on their topic.
<u>Assessments</u>	Do Now, partner discussion, completion of notes graphic organizer, Exit Ticket self-assessment

Lesson Six Materials

Lesson Six PowerPoint

Do Now:

What is the first website you go to when you need to search something? How do you narrow down the results when there are multiple options?

Modeling:

Where do I begin?

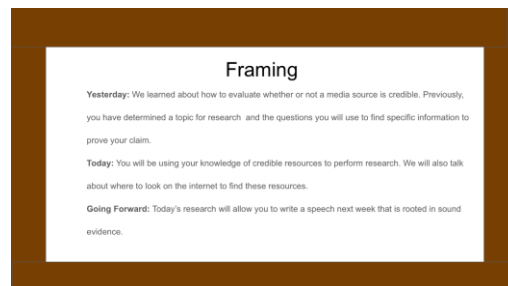
wikipedia.com (No more than 10 mins!)

Where do I go to dive deeper?

Education.ISEEK.com

Where do I go to challenge myself?

Scholar.google.com



Exit Ticket (Below your graphic organizer)

How confident do you feel about the research you found on your topic today?

- 1 - I am confused about this and need help.
- 2 - I understand a little but still have questions.
- 3 - I understand how to do this.
- 4 - I understand well and could teach someone else.

Lesson Six Handouts

IS IT FAKE NEWS?

	Checklist	Notes
C CURRENT	When was the article published? How recent is the research in the article? Has the article been updated or edited since publication?	
R RELIABLE	How does the website end? (.gov and .edu = reliable; .com and .org = may not be reliable) Is the article's language emotionally charged? Does the article describe feelings or facts? How do we know? Where do the facts come from? How were the facts collected?	
A AUTHORS & EXPERTS	Who wrote the article? Does anything the author make us distrust the accuracy of their information? Who is quoted in the article? Are their job, education, or other credentials (what gives them credit) revealed? Why should we listen to them?	
P PURPOSE	Is this article trying to persuade you to believe something? Is it attempting to influence you to vote for someone, buy something, or invest time or money into a cause?	

Name _____ Period _____

Research Graphic Organizer

In order to properly explain your argument in your speech, it is important that you have the necessary background information. Fill out the following graphic organizer with your findings as well as the source from which you found it.

My topic is _____

Research Question	Notes	Source & Why is it Reliable?
#1		
#2		
#3		

Lesson Seven: Outlining the Speech

<u>CCSS:</u>	CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<u>Learning Objective:</u>	SWBAT begin writing speeches that advance a claim about an issue in society that requires change.
<u>Learning Aim:</u>	What is an issue in our society that requires change and why should it be changed?
<u>Materials:</u>	1. PowerPoint 2. Notes organizer 3. Speech Task Handout 4. Writing an Outline Handout
<u>Do Now (5-7 mins)</u> <u>(On Speech Task Handout)</u>	Students will respond to the Do Now on their Speech Task Outline Handout. <i>Do Now: Today we will begin outlining our speeches. Respond to the task question, written above. You may use the sentence starters (option 1) provided or use your own language (option 2).</i> Teacher will circulate the room and check students' claims. Claims that effectively respond to the task question will be initialed to indicate that

	students are ready to move on to the Outlining phase of the writing process.
<u>Mini-lesson</u> <u>(10 mins)</u>	<p>A. Framing (On PowerPoint)</p> <ol style="list-style-type: none"> 1. Yesterday: We completed our research on our chosen topics using reliable sources. We found evidence that we can use to effectively prove our claims to be true. 2. Today: We are going to begin outlining and drafting our speeches. 3. Going forward: Throughout the next several classes, we will write our speeches and engage in the entire writing process. Outlining, drafting, engaging in peer and self-assessment, and revising will ensure that our final products meet all of the necessary criteria and effectively establish and prove our claims. <p>B. Review Final Assessment Task (5 mins)</p> <ol style="list-style-type: none"> 1. Students will review the established criteria for their final assessment, as outlined on the Speech Task Outline Handout: <ol style="list-style-type: none"> a. Required: <ul style="list-style-type: none"> -Create a claim (something you argue is true) that you defend throughout your speech -Provide two pieces of evidence from two different sources. -Provide analysis (explanation) of your evidence that connects it to your claim. -Have a clear introduction and conclusion. b. Bonus (As a challenge you may) <ul style="list-style-type: none"> -Include a counterclaim (opposing side) and a rebuttal (proof the opposing side is wrong.) -Make use of a rhetorical device like anaphora (repeating the first few words of a sentence) or figurative language (non-literal language that may compare unlike objects) 2. Teacher will take questions and concerns that pertain to everyone in the class. Individual questions will be addressed during one-on-one conferencing. <p>C. Modeling how to complete the Writing an Outline Handout (5-7 mins)</p> <ol style="list-style-type: none"> 1. Teacher will display and explain their model outline using the same claim that “Teenagers need to maintain healthy diets.” There will be modeled examples of <i>both</i> options for outlines, but students <u>only</u> need to complete <i>one</i>.
<u>Student Practice</u> (25-30 mins)	<p>D. Writing an Outline</p> <ol style="list-style-type: none"> 1. Students will choose <i>one</i> of the two outline formats provided to complete their outlining and pre-writing of their speeches.

	<p>2. While working, teacher will circulate the room and engage in one-on-one conferences to address any individualized questions or concerns, as well as ensure that students are all working and staying on task.</p>
<p><u>Closing/Summary</u> (5 mins)</p>	<p>Students will respond to the Exit Ticket on the bottom of their outlines:</p> <p>How confident do you feel about moving on to the next step of the writing process (Drafting/Revising)?</p> <p>1 - I do not feel confident at all, I need help. 2 - I feel somewhat confident but not fully prepared. 3 - I feel confident about moving on and am ready to start drafting/revising 4 - I feel extremely confident about moving on and could even help someone else with their outline.</p>
<p><u>Suggested Differentiation</u></p>	<p>Students with a lower command of standards and objectives related to this unit should use option 1 of the Do Now, where they may use the sentence starters and transitions provided to outline their claims. Students with a higher command of standards and objectives related to this unit should use option 2 of the Do Now, where they will be encouraged to use their own words and transitions to create their claims.</p> <p>As an extension, students that complete the required elements of their speeches should additionally include a counterclaim and rhetorical devices in order to challenge themselves. Teachers will speak privately with students who they believe should be completing this extension based on their higher command of standards and objectives related to this unit.</p> <p>The Speech Outline Handout will allow for differentiation and student choice in regards to how they complete their pre-writing and outlining for their speech. One option will be a more conventional, linear and heavily guided format while the other option is more visual, representative, and less-structured. These different options will allow both for increased student autonomy as well as self-reflection about their unique learning styles and preferred means of conveying information.</p>
<p><u>Assessments</u></p>	<p>Do Now (approval of claim), checks for understanding, completed outline of speech, Exit Ticket self-assessment</p>

Lesson Seven Materials

Lesson Seven PowerPoint

Do Now:
Respond to the task question on your Speech Task Outline Handout. You may choose Option 1 **OR** Option 2

Final Assessment Task

Required:

- Create a claim (something you argue is true) that you defend throughout your speech
- Provide two pieces of evidence from two different sources.
- Provide analysis (explanation) of your evidence that connects it to your claim.
- Have a clear introduction and conclusion.

Bonus:

- Include a counterclaim (opposing side) and a rebuttal (proof the opposing side is wrong.)
- Make use of a rhetorical device like anaphora (repeating the first few words of a sentence) or figurative language (non-literal language that may compare unlike objects)

Name: _____		Period: _____	
-- Choose only one side of this paper to complete! --			
Introduction: Hook (Quote, question, fact or story) + claim	Body Paragraph 1: Evidence (include the source), analysis (explanation) of the evidence, and connect back to your claim (how does it prove the claim?)		
Body Paragraph 2: Evidence (include the source), analysis (explanation) of the evidence, and connect back to your claim (how does it prove the claim?)	Conclusion: Restate claim, key points + leave audience thinking with a question or "call to action"		

Modeling Option 2:

Claim:
Teenagers need to maintain healthy diets



Modeling Option 1:

Claim:
Teenagers need to maintain healthy diets

Name: _____		Period: _____	
A. Introduction 1. Hook: Today, we are going to discuss an interesting statistic or fact, a quote from the Constitution, a fact story that connects to your topic or question. 2. Your claim: _____			
B. Body 1 1. First piece of evidence (include the source "According to," "or" "The stated by,") 2. Analysis of evidence in your own words, what does this quote show or prove? 3. Link this back to your claim: How does this evidence prove your claim?			
C. Body 2 1. First piece of evidence (include the source "According to," "or" "The stated by,") 2. Analysis of evidence in your own words, what does this quote show or prove? 3. Link this back to your claim: How does this evidence prove your claim?			
D. Conclusion 1. Restate your claim and summarize the key reasons that support your claim. 2. Leave your audience with a question to reflect on or a "call to action" or question for what they can do for the problem or a thought to consider.			

Exit Ticket: Respond on the bottom of your outline:

How confident do you feel about moving on to the next step of the writing process (Drafting/Revising)?

- 1 - I do not feel confident at all, I need help.
- 2 - I feel somewhat confident but not fully prepared.
- 3 - I feel confident about moving on and am ready to start drafting/revising
- 4 - I feel extremely confident about moving on and could even help someone else with their outline.

Lesson Seven Handouts

Speech Task Handout

SPEECH TASK: Write a speech advancing a claim that responds to the following question.

→ **What is an issue in our society that requires change, and why should it be changed?** ←

REQUIRED: IN YOUR SPEECH YOU MUST:

- 👍 Create a **claim** (something you argue is true) that you defend throughout your speech
- 👍 Provide **two pieces evidence** from two **different sources**.
- 👍 Provide **analysis** (explanation) of your evidence that connects it to your claim
- 👍 Have a clear introduction and conclusion

BONUS: AS A CHALLENGE YOU MAY:

- 👍 Include a **counterclaim** (opposing side) and a **rebuttal** (proof the opposing side is wrong)
- 👍 Make use of a **rhetorical device** like **anaphora** (repeating first few words of a sentence) or **figurative language** (non-literal language that may compare unlike objects)

DO NOW: Today we will begin outlining our speeches, which we are aware will be given on Monday. **Respond to the task question, written above.** You may use the sentence starters (option 1) provided **or** use your own language (option 2).

OPTION 1: An issue in our society that requires change is...(name the issue and explain it to your audience) _____. This issue is important and needs change because.....

OPTION 2:

Your teacher must write their initials in the space to signify that your claim is complete and you are ready to outline.

Teacher initials:

Differentiated Outline Handout: Student Choice 1

A. Introduction:

1. Your "hook" statement: this could be an interesting statistic or fact, a quote from the Quotionary, a brief story that connects to your topic, or a question.

2. Your claim: _____

B. Body 1

1. First piece of evidence: cite the source ("According to..." or "As stated by...")

2. Analysis of evidence: in your own words, what does this quote show or prove?

3. Link this back to your claim: how does this evidence prove your claim?

C. Body 2

1. First piece of evidence: cite the source ("According to..." or "As stated by...")

2. Analysis of evidence: in your own words, what does this quote show or prove?

3. Link this back to your claim: how does this evidence prove your claim?

D. Conclusion

1. Restate your claim and summarize the key reasons that support your claim.

2. Leave your audience with a question to reflect on, a "call to action" (a suggestion for what they can do to fix the problem) or a thought to consider.

Differentiated Outline Handout: Student Choice 2

Name: _____	Period: _____
→ Choose only one side of this paper to complete! ←	
<p>Introduction: Hook (Quote, question, fact or story) + claim</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Body Paragraph 1: Evidence (include the source), analysis (explanation) of the evidence, and connection back to your claim (how does it prove the claim?)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Body Paragraph 2: Evidence (include the source), analysis (explanation) of the evidence, and connection back to your claim (how does it prove the claim?)</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Conclusion: Restate claim, key points + leave audience thinking with a question or "call to action"</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Lesson Eight: Writing the First Draft

<u>CCSS:</u>	CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
<u>Learning Objective:</u>	SWBAT write the first draft of their speech that advances a claim about an issue in society that requires change.
<u>Learning Aim:</u>	How do we turn our outlines into drafts?
<u>Materials:</u>	1. PowerPoint 2. Notes organizer 3. Writing an Outline Handout 4. Transition Phrases Handout 5. Thesaurus
<u>Do Now (5-7 mins)</u>	Students will exchange their outlines with a partner sitting next to them and respond directly on their papers. The prompt will be displayed on the board for students to complete.

<u>(On Speech Task Handout)</u>	<p><i>Do Now: Exchange your completed outlines with a partner sitting next to you. Review your partner's work and write one glow (something positive you saw) and on grow (something you think they need to work on.) For example, "One glow is the really engaging hook that grabbed my attention. One grow could be improving your analysis by directly explaining how your evidence proves your claim."</i></p> <p>Teacher will circulate the room and make sure students are on task. When done, students will return their partners' papers and answer any questions that they may have about their feedback.</p>
<u>Mini-lesson (10 mins)</u>	<p>A. Framing (On PowerPoint) (1-2 mins)</p> <ol style="list-style-type: none"> 1. Yesterday: We created our claims and outlined our speeches to ensure they have introductions, clear claims, effective evidence, strong analysis, and conclusions. 2. Today: We are going to create extended drafts of our work by adding transition phrases and sentences. 3. Going forward: Throughout the next several classes, we will continue to write our speeches and engage in the entire writing process. Once we complete our drafts, we will engage in peer-assessment and revision to ensure that our final products meet all of the necessary criteria and effectively establish and prove our claims. <p>B. Modeling How to Add Transitions (7-8 mins)</p> <ol style="list-style-type: none"> 1. In order to turn their outlines into first drafts, students will need to incorporate <i>transitions</i>, or words or phrases that provide connections between ideas, sentences, and paragraphs. 2. Displayed on the PowerPoint will be sample transition phrases for each aspect of their speech. 3. Teacher will use one of their sample outlines from the previous day and demonstrate how to add appropriate transition words and phrases to turn it into an extended first draft.
<u>Student Practice (25-30 mins)</u>	<p>C. Drafting</p> <ol style="list-style-type: none"> 1. Using the transition words or phrases, students will expand their outlines into first drafts. 2. Teacher will circulate and conference with students to address any individual questions, comments, or concerns.
<u>Closing/Summary (5 mins)</u>	<p>Students will respond to the Exit Ticket on the bottom of their first drafts:</p> <p>How confident do you feel about moving on to the next step of the writing process (Peer-Assessment)?</p> <ol style="list-style-type: none"> 1 - I do not feel confident at all, I need help. 2 - I feel somewhat confident but not fully prepared.

	<p>3 - I feel confident about moving on and am ready to start self and peer-revisions.</p> <p>4 - I feel extremely confident about moving on and could even help someone else with their first draft.</p>
<u>Suggested Differentiation</u>	<p>To accommodate students with different visual abilities, the sample transition phrases will be both displayed on the PowerPoint and provided on a handout.</p> <p>Teacher will prioritize conferencing with students who have thus far demonstrated a lower proficiency for the unit standards and objectives to ensure they can maintain the same pace as more advanced students.</p> <p>As an extension, students that complete their first drafts ahead of time will be given a thesaurus so that they can increase the sophistication of their language.</p>
<u>Assessments</u>	Do Now (peer-evaluation), checks for understanding, completion of first draft, Exit Ticket (self-evaluation)

Lesson Eight Materials

Lesson Eight PowerPoint

Do Now

Exchange completed outlines with a partner sitting next to you. Review your partner's work and write:

One **glow**, or something positive you saw in their work

and

One **grow**, or something you think they need to work on

For example:

One **glow** is your really engaging hook that grabbed my attention. One **grow** could be improving your analysis by directly explaining how your evidence proves your claim.

Framing:

Yesterday we created our claims and outlined our speeches to ensure they have introductions, clear claims, effective evidence, strong analysis, and conclusions.

Today we are going to create extended drafts of our work by adding transition phrases and sentences.

Going forward we will continue to write our speeches and engage in the writing process. After we complete our first drafts, we will engage in peer and self-assessment.

Transition Words and Phrases

Why do we need them?

-Provide connections between ideas, sentences, and paragraphs.

Transitions into Claim:

"Considering all of the evidence, it is clear that..."

"It is obvious is that we must..."

Transitions into Evidence

"The article ____ states that..."

"Another piece of evidence that supports this is..."

Transitions into Analysis

"This evidence proves the claim because..."

"With this evidence, the claim is proven true because..."

Exit Ticket

How confident do you feel about moving on to the next step of the writing process (Peer and Self-Revision)?

- 1 - I do not feel confident at all, I need help.
- 2 - I feel somewhat confident but not fully prepared.
- 3 - I feel confident about moving on and am ready to start self and peer-revisions.
- 4 - I feel extremely confident about moving on and could even help someone else with their first draft.

Lesson Eight Handouts

Transition Words and Phrases

Why do we need them?

-Provide connections between ideas,
sentences, and paragraphs.

Transitions into Claim:

"Considering all of the
evidence, it is clear
that..."

"It is obvious is that we
must..."

Transitions into Evidence

"The article ____ states
that..."

"Another piece of evidence
that supports this is..."

Transitions into Analysis

"This evidence proves the
claim because..."

"With this evidence, the
claim is proven true
because..."

Lesson Nine: Peer-Assessment

<u>CCSS:</u>	CCSS.ELA-LITERACY.W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
<u>Learning Objective:</u>	SWBAT engage in collaborative peer-assessment, evaluating and responding to their peers' argumentative speeches.
<u>Learning Aim:</u>	How can I strengthen my argument using feedback from my peers?
<u>Materials:</u>	1. PowerPoint 2. First Draft 3. Peer-Assessment Handout 4. Sample Speech
<u>Do Now (5-7 mins)</u> <u>(Presented on the board)</u>	Students will respond to the Do Now in their notebooks: <i>Do Now: Write a brief letter to the classmate who will be assessing your speech. Guide them to one part of your speech that you feel confident about and one part of your speech that you would appreciate them providing extra feedback on.</i>

	<p><i>For example:</i> <i>Dear Friend,</i> <i>When you read my speech, please know that I am very confident in the quality of my claim because it is very clear and direct. I would appreciate you taking the extra time to look deeply at my use of figurative language, because I don't know if I used a metaphor correctly in my second body paragraph.</i></p> <p><i>Thank you,</i> <i>Friend</i></p>
<u>Mini-lesson</u> <u>(10 mins)</u>	<p>A. Framing (On PowerPoint) (2 mins)</p> <ol style="list-style-type: none"> 1. Yesterday: We expanded our outlines into completed first drafts that include all of the required criteria for an effective argumentative speech. 2. Today: We are going to exchange drafts with a partner. You will evaluate and provide both positive and constructive feedback on each other's work. 3. Going forward: You will reflect on the feedback given on your work and use it to strengthen the quality of your final draft. <p>B. Guided Practice (8 mins)</p> <ol style="list-style-type: none"> 1. On the board will be the Peer-Assessment Checklist displayed. Teacher will alternatively cold-call and ask for volunteers for students to read out each criteria on the handout and then summarize it in their own words. 2. Modeling <ol style="list-style-type: none"> a. This will be modeled by the teacher who will read out the first criteria, "Does the author start with an engaging hook?" And explain, "This is asking if the first line of the speech directly grabs the reader or listener's attention and encourages them to keep reading or listening." 3. Students will read and explain the remaining criteria of the Peer-Assessment handout in their own words. Teacher will address any questions or concerns that apply to the entire class.
<u>Student Practice</u> <u>(30 mins)</u>	<p>C. Exchanging of Letters (5 mins)</p> <ol style="list-style-type: none"> 1. Partners will exchange their letters from the Do Now and take time to read them and respond to any questions or comments that may arise. <p>D. Peer-Assessment (25 mins)</p> <ol style="list-style-type: none"> 1. Students will evaluate their partner's speech using the Peer-Assessment Handout. 2. Teacher will circulate the room and ensure students are staying on task and address any individual questions.
<u>Closing/Summary</u> <u>(5 mins)</u>	<p>Exit Ticket: Review the feedback your partner provided. Write them a thank you letter acknowledging the criticism that you think will be most helpful for the improvement of your final draft.</p>

	<p><i>For example:</i> <i>Dear Friend,</i> <i>Thank you so much for assessing the draft of my speech! I really appreciate how you pointed out a section where I could try to incorporate anaphora for added emphasis.</i></p> <p><i>Sincerely,</i> <i>Friend</i></p> <p>For Homework: Using the feedback given to you by your partner, revise your essay so that it is completed and ready for tomorrow when we do the final step of the writing process: Proofreading.</p>
<u>Suggested Differentiation</u>	Students will be given the opportunity to either choose the partner that they participate in peer-assessment with or be randomly assigned a partner through the random generator. Teacher will explain that there are advantages and disadvantages to each option (choosing your partner may mean you are more comfortable giving and receiving constructive feedback, while you may become more distracted, while randomly being assigned a partner may be a bit awkward at first, but will allow you to potentially receive more objective and direct feedback.)
<u>Assessments</u>	Do Now (self-assessment), cold-calls and checks for understanding, Peer-Assessment, Exit-Ticket (formative check)

Lesson Nine: Materials

Lesson Nine PowerPoint

Do Now

Write a brief letter to the classmate who will be assessing your speech. Guide them to **one** part of your speech that you feel confident about **and one** part of your speech that you would appreciate them providing extra feedback on.

For example:

Dear Friend,

When you read my speech, please know that I am very confident in the quality of my claim because it is very clear and direct. I would appreciate you taking the extra time to look deeply at my use of figurative language, because I don't know if I used metaphor correctly in my second body paragraph.

Thank you, Friend

Framing:

Yesterday we expanded our outlines into completed first drafts that include all of the required criteria for an effective argumentative speech.

Today We are going to exchange drafts with a partner. You will evaluate and provide both positive and constructive feedback on each other's work..

Going forward you will reflect on the feedback given on your work and use it to strengthen the quality of your final draft.

Peer Assessment Checklist

Author of Speech _____

Partner _____

- 1) Read through your partner's first draft of their speech. Annotate with any initial comments.
- 2) Assess your partner's first draft using this checklist and respond to the guided questions as indicated.

Does the author start with an engaging hook?

Yes No

Is there a clearly stated claim?

Yes No

If yes, restate their claim into your own words.

If no, what can they do to make their claim more clear?

Are there 2 pieces of evidence provided?

Yes No

What are the 2 different sources they come from?

1) _____

2) _____

Does the author explain the evidence in their own words?

Yes No

Do they use analysis to explain how the evidence proves their claim?

Yes No

Is there a conclusion that explains or summarizes their claim?

Yes No

Are there passages of the speech that are unclear or hard to understand? If so, underline them and put a question mark next to the passage.
Check this box when this is completed → ☐

What is one thing you like about this speech?

What is one question you have about this speech?

What is one suggestion for feedback or improvement you have for this speech?

Exit Ticket

Review the feedback your partner provided. Write them a thank you letter acknowledging the criticism that you think will be most helpful for the improvement of your final draft.

For example:

Dear Friend,

Thank you so much for assessing the draft of my speech! I really appreciate how you pointed out a section where I could try to incorporate anaphora for added emphasis.

Sincerely, Friend

Lesson Nine Handout

Peer Assessment Checklist

Author of Speech _____

Partner _____

- 1) Read through your partner's first draft of their speech. Annotate with any initial comments.
- 2) Assess your partner's first draft using this checklist and respond to the guided questions indicated.

Does the author start with an engaging hook?

Yes No

Is there a clearly stated claim?

Yes No

If yes, restate their claim into your own words.

If no, what can they do to make their claim more clear?

Are there 2 pieces of evidence provided?

Yes No

What are the 2 different sources they come from?

1) _____

2) _____

Does the author explain the evidence in their own words?

Yes No

Do they use analysis to explain how the evidence proves their claim?

Yes No

Is there a conclusion that explains or summarizes their claim?

Yes No

Are there passages of the speech that are unclear or hard to understand? If so, underline them and put a question mark next to the passage.

Check this box when this is completed → ☐

What is one thing you like about this speech?

What is one question you have about this speech?

What is one suggestion for feedback or improvement you have for this speech?

Lesson Ten: Public Speaking Skills

<u>CCSS:</u>	CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
<u>Learning Objective:</u>	SWBAT identify and practice the appropriate classroom public speaking and listening skills necessary to persuade an audience to believe a claim.
<u>Learning Aim:</u>	What skills will improve our public speaking abilities?
<u>Materials:</u>	1. PowerPoint 2. Post-its 3. Chart paper 4. Markers 5. Strategies for Public Speaking Handout
<u>Do Now (5-7 mins)</u> <u>(Presented on the board)</u>	As students walk into the classroom, they will be handed a post-it. Displayed on the board will be a T-Chart asking students “Are you nervous to present your speech in front of the class?” with a “Yes” section and a “No” section. Students will be guided to place their post-it on the section that fits their response.
<u>Mini-lesson (15 mins)</u>	A. Framing (On PowerPoint) (2 mins) 1. Yesterday: We used peer-assessment to revise and strengthen the quality of our final drafts. 2. Today: We are going to learn and practice the skills necessary to feel confident enough to present our speech in front of our classroom community. 3. Going forward: You will be able to demonstrate your understanding of these skills when we present our speeches, our culminating assessment for this unit. C. Guided Practice (8 mins) 1. Students will watch the short clip of President Obama’s speech: Why Voting Matters (https://www.youtube.com/watch?v=0q8uT2JATJw) 2. After, they will respond to the following questions in their notebooks: 1) Based on this speech, how would you describe President Obama’s public speaking abilities? 2) When he speaks, what do you think he does well? 3) What do you think he could do better?

	<p>3. Students will pair/share their responses with a partner sitting near them. Teacher will circulate to hear student responses.</p>
<p><u>Student Practice (25 mins)</u></p>	<p>D. Public Speaking Skills Jigsaw Activity</p> <ol style="list-style-type: none"> 1. There will be 3 different stations around the room that each represent one specific criteria of high-quality public speaking, Eye Contact, Body Language, and Voice. Students will be randomly assigned to a station. 2. At each station, there will be chart paper with their criteria written at the top. Students will create 3-4 rules to follow about their criteria. 3. Teacher will model with the criteria “Confidence” on the board, and provide tips and strategies that students should consider (for example “review your speech ahead of time so that you appear confident on your topic,” “don’t apologize for misspeaking or stuttering, simply continue presenting,” “dress neatly and appropriately.” Students will write these strategies on their Strategies for Public Speaking Handout (3-5 mins) 4. Students will work with their groups to compile a list for their assigned criteria. Teacher will circulate between groups to ensure they are staying on task and provide starting points when groups may be stuck (12-15 mins) <p>E. Share-out of Jigsaw (10 mins)</p> <ol style="list-style-type: none"> 1. Each group will display their list in the front of the classroom and present them. Each member should either be reading one of the items from their list, explaining what they mean, or modeling what it should look like. 2. While watching each group present, students should be writing down the strategies each group offers for their specific criteria on their copy of the Strategies for Public Speaking Handout.
<p><u>Closing/Summary (5 mins)</u></p>	<p>Students will respond to their Exit Ticket at the bottom of their handout.</p> <p>Which of the 4 criteria for strong public speaking do you feel most confident about and why? Which do you feel most nervous about, and which strategy will you apply during your presentation?</p>
<p><u>Suggested Differentiation</u></p>	<p>Teacher can explain before the jigsaw groups share out their work that students that are less comfortable with public speaking can simply read one of the strategies their jigsaw group came up with while those that are already more comfortable with public speaking can take the more difficult role of explaining what they mean and modeling what they look like.</p>
<p><u>Assessments</u></p>	<p>Do Now (self-evaluation), written response and analysis of public-speaking performance, small-group/partner discussion, group-work collaboration and discussion, group-work participation and presentation, audience participation formative check, Exit Ticket (self-evaluation)</p>

Lesson Ten: Materials

Lesson Ten PowerPoint

Do Now: Place your post-it to the corresponding response to the following prompt:

Are you nervous to present your speech in front of the class?

Yes

No

Framing:

Yesterday we used peer-assessment to revise and strengthen the quality of our final drafts.

Today we are going to learn and practice the skills necessary to feel confident enough to present our speech in front of our classroom community.

Going forward you will be able to demonstrate your understanding of these skills when we present your speeches, our culminating assessment for this unit.

President Obama: "Why Voting Matters"

<https://www.youtube.com/watch?v=0q8uT2JATJw>

- 1) Based on this speech, how would you describe President Obama's public speaking abilities?
- 2) When he speaks, what do you think he does well?
- 3) What do you think he could do better?



Public Speaking Skills Jigsaw Activity

CONFIDENCE (TEACHER MODELED)

1. _____
2. _____
3. _____
4. _____



Exit Ticket: Respond at the bottom of your handout!

Which of the 4 criteria for strong public speaking do you feel most confident about and why? Which do you feel most nervous about, and which strategy will you apply during your presentation?

Lesson Ten Handouts

Name _____ Period _____

STRATEGIES FOR PUBLIC SPEAKING

CONFIDENCE (TEACHER MODELED)

1. _____
2. _____
3. _____
4. _____

EYE CONTACT

1. _____
2. _____
3. _____
4. _____

BODY LANGUAGE

1. _____
2. _____
3. _____
4. _____

VOICE

1. _____
2. _____
3. _____
4. _____

Lesson Eleven: Presentations

<u>CCSS:</u>	CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
<u>Learning Objective:</u>	SWBAT present their argumentative speeches
<u>Learning Aim:</u>	What is an issue in our society that requires change and why should it be changed?
<u>Materials:</u>	1. PowerPoint 2. Podium 3. Audience Response Handout
<u>Do Now (5-7 mins)</u> <u>(Presented on the board)</u>	Students will write their responses to the Do Now in their notebooks. <i>Do Now: When we're public speaking, how do we expect our audience to act? What are some behaviors we hope they demonstrate? What are some behaviors we hope they do not?</i>
<u>Mini-lesson (10 mins)</u>	A. Transition (3-5 mins) 1. Teacher will ask students to volunteer to share out their responses for positive and negative audience behaviors. Teacher will track responses on the board and will leave them up throughout the student presentations. B. Framing (on PowerPoint) (2-3 mins) 1. Yesterday: We identified and practiced developing effective public speaking skills so that we would be ready to present our final argumentative speeches. 2. Today: We are going to present our final speeches to our peers. 3. Going forward: We will reflect on our work throughout this unit and how we measure our success in meeting this unit's standards and objectives. C. Explanation of Audience Response Handout 1. To ensure students are remaining held accountable for their behavior during presentations, students will be completing an Audience Response Handout for each presenter. They will note one "Glow" and one "Grow" they noticed from each student's presentation. 2. Teacher will explain that any actions of students who misbehave or act inappropriately while another student is presenting will not be tolerated.
<u>Student Practice (30 mins)</u>	Presentations (30 mins)

	<p>1. Students will volunteer to come up and share their speeches with the class. They have the option to stand behind the podium in the front of the room or remain at their desks. If students do not volunteer, names will be randomly selected.</p> <p>2. Teacher will sit with the rest of the class acting as the audience. Students will be completing the Audience Response Handout for each presenter.</p>
<u>Closing/Summary</u> <u>(5 mins)</u>	<p>Students will complete the following self-reflection questions that will be displayed on the board, and submit it along with their final draft:</p> <p>Now that it's over, what are my thoughts about this overall project? Are they mostly positive or negative? Why?</p> <p>What were some of the most challenging parts of this unit? Why?</p> <p>What is something I learned from my peers after completing this unit?</p> <p>What is something I learned about myself after completing this unit?</p>
<u>Suggested Differentiation</u>	While all students are encouraged to come to the front of the classroom to present their speech, students who exhibit severe stress or anxiety may have the option to share from their seats.
<u>Assessments</u>	Do Now, cold-call and volunteer share-outs in class discussion, Audience Response Handout (positive audience participation and behavior), delivering of final drafts of speeches, self-reflection

Lesson Eleven: Materials

Lesson Eleven PowerPoint

Do Now:

- When we're public speaking, how do we expect our audience to act?
- What are some behaviors we hope they demonstrate?
- What are some behaviors we hope they do not?

What are **positive** audience behaviors?

What are **negative** audience behaviors?



Self-Reflection

- Now that it's over, what are my thoughts about this overall project? Are they mostly positive or negative? Why?
- What were some of the most challenging parts of this unit? Why?
- What is something I learned from my peers after completing this unit?
- What is something I learned about myself after completing this unit?

Lesson Eleven Handout

Name _____

Period _____

Name of Presenter _____

What is one **glow** you saw in their presentation?

What is one **grow** you believe they can work on?

Chapter Four: Conclusions and Recommendations

Recent years have marked the transition from more traditional teacher-centered classrooms towards student-directed learning. No longer should a teacher stand at the front of the room as the single source of knowledge; students are encouraged to reflect on their own knowledge and experiences to consider ways to maximize their understanding and engagement with course content. As the role of the student has expanded in the classroom in this direction, so has the importance of the relationships *between* students in a classroom setting: Classrooms are best designed when they allow for students to not only learn from their teachers or themselves, but from *one another*. However, in order for students to feel comfortable enough to embark on sometimes difficult and vulnerable learning journeys, there need to be strong bonds of appreciation, respect, and understanding between them and their fellow classmates. This is where the development of a strong and positive classroom community comes into play.

Classroom community is established when students and teachers have come together for a common purpose, to learn, and are not only determined to see each other succeed, but are invested in one another's success. It is not necessarily something quantifiable or measurable, but is definitely something observable based on the relationships and interactions between members of the classroom. Benefits of classrooms where there is a strong sense of community include higher engagement in course material, increased collaboration and positive interaction between students, development of critical thinking and discussion skills, a willingness to take academic

risks, decreased behavior issues, and stronger feelings of ownership of one's environment and learning.

As previously stated, classroom community is not something that automatically forms, whether it be positive or negative. Developing classroom community must be a purposeful endeavor by both educators and students. On the teacher's end, there are a variety of strategies and skills that can be implemented into curriculum to contribute to the development of a classroom community. These include incorporating current events that are meaningful to students beyond school and discussion-based, collaborative activities.

Overall, classroom community is a significant yet severely unexplored component that contributes to student successes in learning. As a suggestion for future research on the topic, as an extension on the understanding that there is a positive correlation between engagement and student performance and that classroom community increases student engagement, it could be investigated whether there is a direct link between classroom community and academic achievement. This would require developing some measure of "community" and how it should be quantified, which perhaps will encourage educators to acknowledge the critical role it plays in the educational field.

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